Annual Status of Education Report

असर ASER 2007 RURAL

Facilitated by PRATHAM



Annual Status of Education Report (Rural) 2007

Provisional

January 16, 2008

ASER 2007 - Rural
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For more information: aser@pratham.org

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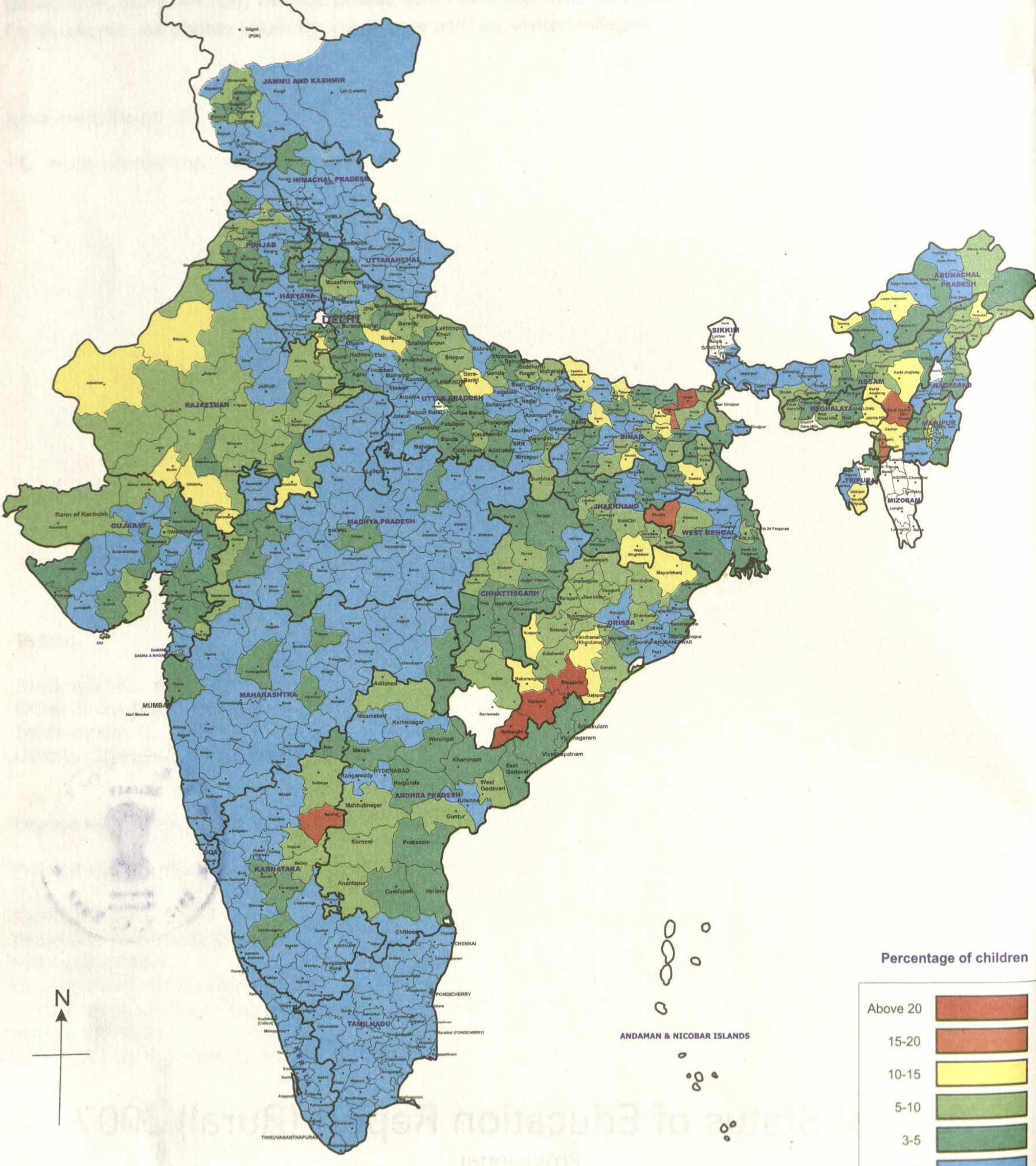
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INDIA RURAL

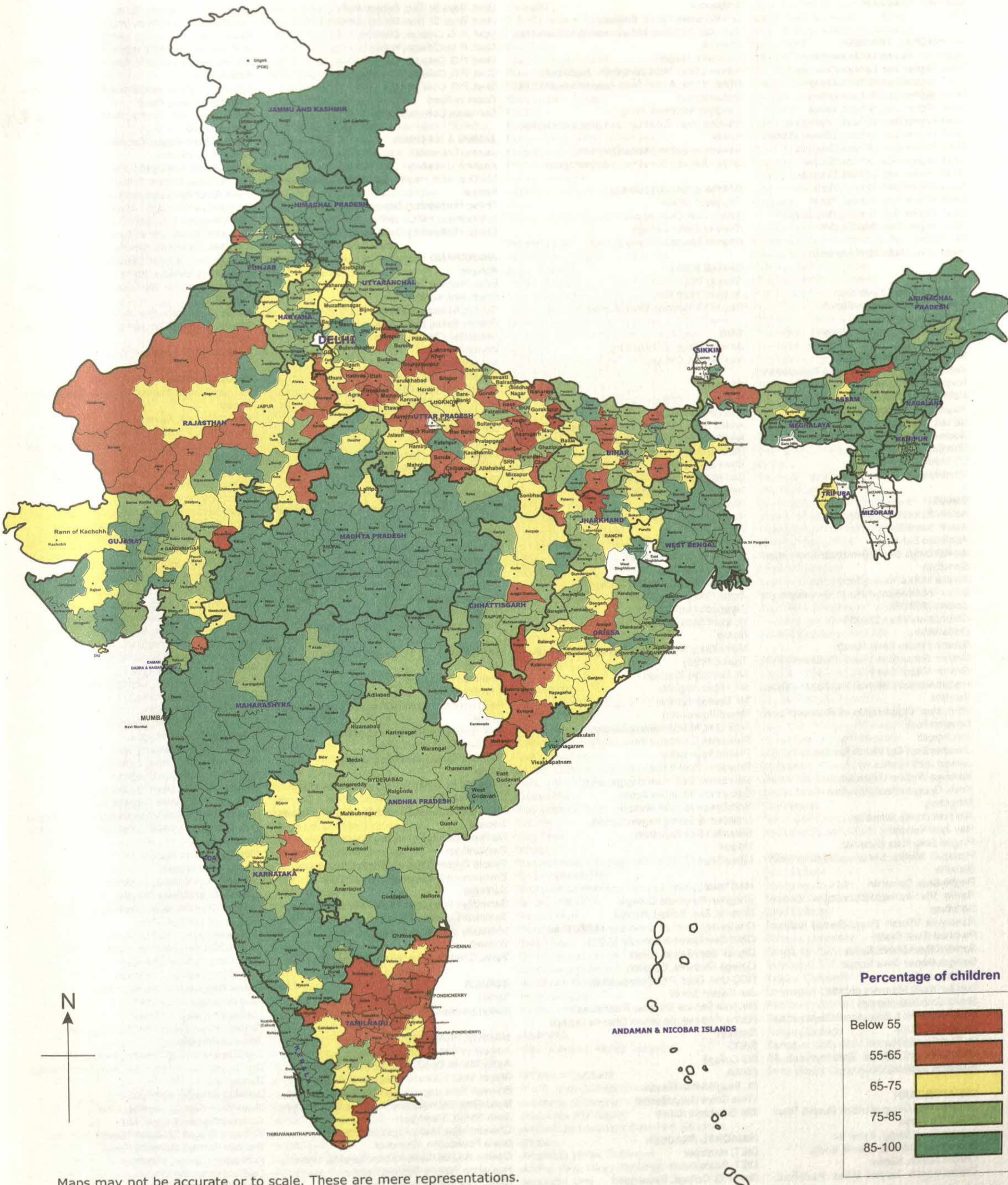
Districtwise distribution of % out-of-school children aged 6-14



Maps may not be accurate or to scale. These are mere representations.

INDIA RURAL

Districtwise distribution of % Std I and II children who can read letters or more



Maps may not be accurate or to scale. These are mere representations.

They reached the remotest villages of India

ANDHRA PRADESH
DIET

ARUNACHAL PRADESH
Action Aid Society for Arunachal
Govt. Higher Sec. School, Deomali
Govt. Higher Sec. School, Along
Govt. Higher Sec. School, Anjaw
Govt. Higher Sec. School, Basar
Govt. Higher Sec. School, Changlang
Govt. Higher Sec. School, Dibang Valley
Govt. Higher Sec. School, Seijossa
Govt. Higher Sec. School, Seppa
Govt. Higher Sec. School, Tawang
Govt. Higher Sec. School, Tezu
Govt. Higher Sec. School, Yazali
Govt. Higher Sec. School, Yingkiong
Govt. Higher Sec. School, Ziro
Mr. Tabom
Rupa Town Club, West Kameng

ASSAM
All India Student Federation
Assam Mahila Samata Society
Barluit Foundation
NSS Unit, Bongaigaon College
Discovery Club
NSS Unit, Kakojan College
Karbi Anglong Mountaineering Association
Nivedita Nari Sanstha
NSS Unit, North Lakhimpur
Raguratuk Club and Library
SEWA
Socio-Economic Development Organization
The East
UTTARAN
Wodichee

BIHAR
Aakriti Samajik Sansthan
Aakriti Sarva Seva
Abhikram Saharsa
Akhil Bhartiya Sikshit Berozgaar Yuva Kalyan Sansthan
Angika Mahila Vikash Sangathan
Bihar International Rural Development Society (BIRDS)
Champaran Vikas Sansthan
Disha Vihar
Gramin Manav Seva Mandir
Gramin Sansadhan Vikash Parishad
Gramin Vikash Samiti
Harijan Adiwasi Shikshan Prasikshan Kalyan Sanstha
Hindustan Organisation of Research and Development
Jan Pragati
Jawahar Jyoti Bal Vikash Kendra
Jeevan Jyoti Kendra
Kartavya Welfare Organisation
Koshi Gramin Vikash Sansthan
Mitrashray
Nar Nari Samta Sansthan
Nav Jyoti Kendra
Pragati Shilp Kala Sansthan
Prajapati Mishra Shikshan Evam Vikash Sanstha
Ragho Seva Sansthan
Rama Vishwanath Sarvangin Vikash Sansthan
Rashtriya Vikash Evam Samaj Kalyan Parishad (Ravi Skalp)
Samaj Kalyan Samiti Jadiya
Samgra Manav Seva Samiti
Sankalp Jyoti
Secular Youth Movment of India
Shanti Shilp Kala Kendra
Socio Economic & Educational Development Society (SEEDS)
St. Paul Foundation
Vikash Bharti (Rural Employment & Research Institute)

CHHATTISGARH
Social Revival Group of Urban, Rural & Tribal (SROUT), Korba
Ashram Seva Samiti, Patra Toli
Bhoramdev Shikshan Samiti, Bodla
Chetna Manch, Kanker
Chhattisgarh Janjati Vikas Parishad, Ambikapur
Gramin Sewa Samiti, Kulipota
Janvikas Parishad and Anusandhan Sansthan, Bilaspur
Lokshakti, Raigarh
Manav Utthan Seva Sansthan, Jagdalpur
Rijesh Social Action Trust Assosiation (RASTA), Mahasamund
Sandhan Sansthan, Durg
Sanskar Vikas Sansthan, Jamghana, Baikuntpur, Koriya
Sewadhan Samiti Itwara, Dhamtari
Srujan Samajik Sansthan, Ranjnandgaon

DADRA & NAGAR HAVELI
Education Officer
Kanya Vasti Gruh, Khanvel
Khanvel Junior College
Khanvel Marathi Primary School

DAMAN & DIU
Sahyog Trust
Sargam Youth Club
Swami Vivekanand Yuva Mandal

GOA
Junior College of Dodamarg
Nav Nirman College

GUJARAT
Prayas
Anarde Foundation
Anmol Rural Development Foundation
Arvalli Gram Vikas Sanstha
Bajrang Gram Vikas Trust
Bhavnagar Mahila Sangh
Chuval Gram Vikas Trust
Development Support Unit
Friends Sport Club
Gram Lakshmi Trust
Gram Seva Trust
Gram Vikas Sangathan
Gramin Mazdoor Sabha
Gramin Vikas Trust
Institute for Social Welfare Action
Janda Gram Vikas Trust
Junagadh Mahila Mandal
Kanooni Sahay Kendra
Marag
Matrubhumi Khadi Gramudhyog Seva Sangh Trust (MKSS)
Mr. Garasiya Shailesh T
Mr. Hitesh Vaghela
Mr. Deepak Solanki
Navjot Foundation
NSS Unit, M.S University, Vadodara
Parivartan Charitable Trust
Prakriti Foundation
Prayosha Pratishthan
Saurashtra Dalit Yuva Sangathan
Saurashtra Volunteer Action
Shantigram Nirman Mandal
Shikshan & Samaj Kalyan Kendra
Shramik Vikas Sansthan
Udgam
Ujjwal Trust

HARYANA
Bhagwan Parsuram College
Boys Sr. Sec. School, Rohtak
Chaudhary Devi Lal University, MJMC Dept.
Child Development Scheme (CDS)
City Sr. Sec. School, Hisar
College Students, Gurgaon
NCC Unit, Govt. P.G. College, Jind
Jan Kalyan Samiti
National Service Scheme, Fatehabad
Radha Krishnan Sanathan Dharma College
Sankalp
SARD
SD College
SEWA
Sr. Sec. School, Rewari
Vikas Gram Uday Mandal
Zila Saksharta Samiti

HIMACHAL PRADESH
DIET, Hamirpur
DIET, Solan
Govt P.G. College, Recongpeo
Govt. Boys Sr. Sec. School, Kullu
Govt. Boys Sr. Sec. School, Lote
Govt. P. G. College, Chamba
Govt. P. G. College, Nahan
Govt. P.G. College, Bilaspur
Govt. P.G. College, Dharamshala
Govt. P.G. College, Una
Room to Read
Sachdeva College, Mandi

JAMMU & KASHMIR
Jammu University
Kashmir University
Medical and Health Education Department, Kathua
Sheep Husbandary Department, Ladakh
Autonomous Hill Council
Sheep Husbandary Department, Poonch

JHARKHAND
Abhiyan
Bihar Pradesh Yuva Parishad
Gram Jyoti Kendra
Gramin Navodya Kendra
Gramin Samaj Evam Kalyan Vikash Manch
Gramoday Chetna Kendra
Inserach
Jan Shahbagi Kendra
Jharkhand Gramin Vikash Trust
Lohardagga Gram Swaraj Sansthan
Lohia Viklang Sewa Samiti
Lok Chirag Sewa Sansthan
Lok Hith Sansthan
Lok Prerna Kendra
Maharshi Menhi Kalyan Kendra
Nav Bharat Jagriti Kendra
NEEDS
Pragati Luyabih
Rashtriya Vikash Evam Samaj Kalyan Parishad (Ravi Skalp)
Sahyogini
Samajik Parivartan Sansthan
Samdarshi Vikash Samiti
Santhal Pargana Gram Rachna Sansthan
SETU
Sirjan Foundation
South Vihar Tribals Societies
Youth Unity for Voluntary Action (YUVA)

KARNATAKA
NKRDS
Akshara Foundation
ASS PU College
Belgaum Integrated Rural Development Society, Gokak
BVV Rural Development Foundation
NSS Unit Govt. Arts College
NSS Unit Govt. First Grade College
Guree
Initiatives for Development Foundation (IDF)
Janahita Society
Malenadu Education and Rural Development Society
Manipal Academy of Higher Education
Parivarthana
People Organisation for Waste Land and Environment Regeneration (POWER)
Sadhana
Sarvodaya Integrated Rural Development and Technical Education Society
University of Mysore
Valored
Vijaya Chandra First Grade College, Virajpet

KERALA
Sarani
Kudumbasree

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Chandra Vijay Mahavidyalaya, Dindori
Disha Foundation, Khandwa
Garima Gayatri Sanaj Kalyan Sanstha, Guna
Haskshep Welfare Society, Panna
ISECT Computer Center, Sagar
Jagruk Mahila Samiti, Guna
Jan Shikshan Sansthan, Umaria
Kisan Khadigram Udyog Sanstha, Morena
M.P Samajik Sewa Sansthan, Indore
Ma Raj Rajeswari Lok Kalyan Sewa Samiti, Ratlam
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Mahatma Jyotiba Phule
Mahila Sawshikti Sangha, Betul
Mother N.G.O
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Nehru Yuva Kendra
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Prerna Social Welfare Society, Damoh
Public Madhmik Vidyalaya Sawan, Nimach
Rangabhiyan Sanstha, Jabalpur
Rani Durgavati Education Society, Balaghat
Samartha Mahila Utthan Samiti, Hoshangabad
Sambhav Samajsevi Sanstha, Gwalior
Samprashan Sarswati Shish Akadmi, Katni
Seva Bharti Sanstha, Bhind
Shrujan Prabhat Samajik Vikas Sansthan, Chhatarpur
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Swaraj Gramotshan Jan Shikshan Sansthan, Padkhuri
Vasudha Vikas Sansthan, Dhar

MAHARASHTRA
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Adivasi Ekta Parishad, Dhadgaon
Adivasi Satpuda Shishan Prasarak Mandal, Shahada
Ahilaybai Jankalyan Prashikshan, Pathardi
Akatmik Balvikash Prakalp, Aheri
Anand Bhuvan Hotel
Ankur Bahuddeshiya Sanstha, Amravati
Ankur Yuva Pratishthan, Kandhar
Annapurna Sanstha, Pachakhedi
Anurag Addhyapak Vidyalaya, Warthi
Arambh Multipurpose Organisation, Solapur
Aravind Deshamukh Mahavidyalaya, Bharsingi
Aundha Nangnath College, Aundha, Nangnath
Aurnadevi Desai Addhyapak Vidyalaya, Akluj
Bajaj Alliance Life Insurance Corporation
Banda Junior College of Arts and Science
Basaweshawar Samaji Sanstha, Parbhani
Beleshawar Samaji Sanstha, Purna
Bharati College, Arni
Bidakar Mahavidyalaya, Hinganghat
Chawa Sangathan, Akola
D.Ed. College, Rukadi
D.P. Bhosale College, Koregoan
Dandekar College, Palghar
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Dhan Saraswati Samaji Sanstha, Parbhani
Dhansagar Sanstha, Shegaon
Dhyanjyoti Bahuddeshiya Sanstha, Jalna
Dhyas Bahuddeshiya Sanstha, Sangali
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Gramin Vikas Sanstha, Chalburga, Udgir
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J. M. Patel College, Goregoan
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Janeev Sangahtan, Pune
Jankalyan Sanstha, Udagir
Janprabodhan Gramvikas Sanstha, Karjat
Janseva Pratishthan
Jay Bhavani Samaji Sanstha, Manwat
Jay Jagdamba Addhyapak Vidyalaya, Vairag, Barshi
Jeewhla Sanstha, Kolhapur
Jivan Vikas Samaji Sanstha, Loha
Karamvir Mahavidyalaya, Mul
Kolhapur Pragati Shikshan Mandal, Kolhapur
Krantijot Samajik Sanstha, Kerur
Kubharkar College, Wardha
Lakshmi Shopping Center
Lanja Taluka Sabhapati

Lokmat Yuva Manch, Goregaon
Lokhitvadi Bahuddeshiya Sevabhavi Sanstha, Kalamb
Lokmanya Tilak College, Wani
Loknirman Samajik Sanstha, Malegon
Lokseva Janvikas Samaji Sanstha, Mukhed
M.S.W. College, Taloda
Mahalaxmi Bahuddeshiya Vidyavikas Sanstha, Solapur
Maharashtra Mahavidyalaya, Nilanga
Mahatma Phule Addhyapak Vidyalaya, Jalkot
Mahatma Phule Addhaypak Vidyalaya, Satara
Mahatma Phule M.S.W College, Buldhana
Mahila Addhyapak Vidyalaya, Bhandara
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Mahila Arthik Vikas Mahamandal (MAVIM) , Hingoli
Mahila Arthik Vikas Mahamandal (MAVIM), Kolhapur
Mahila Arthik Vikas Mahamandal (MAVIM), Solapur
Mahila Arthik Vikas Mahamandal (MAVIM), Wardha
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Manvi Hakka Abhiyan, Naldurg
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Mr. Santosh Bhede
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NSS Units of colleges in Wardha
Nabira Mahavidyalaya, Katol
Navjeevan Bahuddeshiya Sanstha, Shrigonda
Navjivan Jyoti Sanstha, Buldhana
Neha Magas Wargia Sevabhavi Sanstha, Naygaon
Padvidharmahasang, Bhandara
Pancahyat Samiti Mangaon Member
Pasayadan Samajik Seva Sanstha, Dapoli
Pitre Sapre College
Pragati Krushi Gramin Vikas Sanstha, Jat
Prahar Samajik Sanstha, Goregaon
Prahar Yuva Sangathan, Amravati
Prakash Shikshan Prasarak Mandal, Tasgaon
Pratham Shikshan Mandal, Mulashi
Prayas Bahuddeshiya Sanstha, Aurangabad
Prerna Swayamrojgar Sanstha
Rachnatmak Sangarsha Samiti, Makani
Rajapur Taluka Aamdaar
Rajarambapu Dyanprabodhani, Islampur
Rajashri Chh. Shahu Jan Pratishthan, Charan
Ramdas Athavale Addhyapak Vidyalaya, Bhogaon, Solapur
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Ratnagiri District Adhyaksha
Ratnagiri Taluka Sabhapati
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Samata Bahuddeshiya Sanstha, Amravati
Sankalp Bahuddeshiya Prakalp, Ralegaon (Ballarpur)
Sankalp Gramin Vikas Sanstha, Nanded
Sanket Multipurpose Society, Akola
Sant Gadagebaba College, Murtijapur
Sath Samajik Sanstha, Hingoli
Satyashodak Shaikshnik & Samajik Bahuddeshiya Sanstha, Solapur
Savitribai Phule Shaikshnik & Samajik Bahuddeshiya Sanstha, Akkalkot
Savitribai Phule Samruti Pratishthan, Karad
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Shankarrao Bijalwar Mahavidyalaya, Aheri
Shankarrao Mohite Patil College, Rahimatpur
Shivaji College, Akola
Shivaji College, Hingoli
Shivshakti, Babulgaon
Shramik Sanstha, Medha
Siddhi Sanstha, Sangmeshwar
Social Centre, Ahmednagar
Suprabhat Mahila Mandal, Pune
Suvidha Foundation, Washim
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Ushai Bahuddeshiya Sanstha, Akot
Vanchin Sevabhavi Sanstha, Nanded
Vartak College, Wasai
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Vidyavikas Shikshan Sanstha, Solapur
VOICE Organisation, Satara
Yahwantrao Chauhan Institute of Social Sciences, Jakatwadi Satara
Yashwant Mahavidyalaya, Wardha
Zilla Prashikshan Sanstha, Solapur

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Mr. Vunga Tonsing
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NSS Unit, New Public Hr. Sec. School
NSS Unit, Pettigrew College, Ukhrul
NSS Unit, Recent Higher Sec. School
NSS Unit, Tamenglong Hr. Sec. School/ Tengkonjang Hr. Sec. School, Noney
NSS Unit, UNITED College
People's Resource Development Association

MEGHALAYA
GRASSROOT
North Eastern Hill University - Tura campus

NAGALAND
Eastern Naga Students Federation
Family Planning Association of India
Hills Club
Lotha Students Union
Naga Students Union
Nagaland University- Lumani Campus
Nanglang Society
Peoples Agency for Development
Urika Life Foundation
Walo Organization
Western Sumi Students Union

ORISSA
AID Orissa, Gajapati
Aska Science College, Ganjam
Bargarh Panchyat College, Bargarh
Bhabani Patna Autonomus College, Bhabanipatna
Chanda Handi College, Nabarangpur
Cuttack College
Debagada Govt. College
Dhamana College, Bhadruk
G.M. College, Sambalpur
Gandhardi College, Baruda
Govt. College, Phulbani
Harisankar College, Balangir
Harishpur Baladev College, Jagatsingpur
Jawaharlal College, Balangir
Jiral College, Jiral
Khaira College, Khaira
Khambeswar Pali G.P. College, Sonapur
Komana College, Nuparha
Korua College, Kendrapara
M.P.C College, Mayurbhanj
Mahima College, Jharsuguda
Malkangiri College, Malkangiri
Mangala College, Kakatapur
Nayagarh Autonomus College, Nayagarh
Paramanda College, Khorda
Rayagada college, Rayagada
Revansa (A) College, Cuttack
S.M.R. College, Kendujhar
Simili Guda College, Koraput
Sundargarh Govt. College
Upendra Nath Sarada Mahavidyala, Jajpur
Yuvashakti Club, Angul

PONDICHERRY
Animation Development Employment Communication Network (ADECOM)

PUNJAB
D.M. College of Education
District Youth Services Department
Ekta Club
Govt. College, Mohali
Guru Gobind Singh Sports Club
Kheti Virasat Mission
Mata Gujari College
PAHAL
Param Vaibav
Punjab Sehat Sewa Organization
Punjabi Eco Friendly Association
Red Cross Society
Sahara Jan Sewa
Society for Education Awareness in Backward Area
Young Citizen Council

RAJASTHAN
Association of Sarva Seva Forms
Bagar College
Center for Community Economics & Development Consultants Society (CECOEDECON)
Consumer Unity and Trust Society (CUTS)
Dr. Keshavram Baliram Hedgewar T.T. College
Grameen Envam Samaj Vikas Sansthan
Gravis
Haribhau Upadhyay T.T. College
Humana People to People India
Institute of Rural Management
Jain Vishva Bharati Institute, Ladnun
Jan Chetna Sansthan
Kanchan Devi T.T. College
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Lok Kalyan Sansthan (Gravis Partner)
Lupin Human Welfare Research Founation
Mahant Shri Raghunandan Das T.T. College
Maharana Pratap T.T. College
Nehru Yuva Kendra
Parivartansheel Sansthan
Prasasvi B. Ed. College
Saraswati Mahila T.T. College
Society for Sustainable Development
SPU (P.G. College), Phalna
Sushil Kumar Biyani SD College
Swami Vivekananda T.T. College
Tyagi B.Ed College
Udaipur School of Social Work
Urmool
Vardman T.T. B.Ed College
World Vision

TAMILNADU
Angel Women and Children Development Society (AWCDS)
Annai Kashuribai Mahalir Mandram (AKMM)
Arulananthar College
Best of Depressed
Dr. G.R. Damodaran College
Govt. Arts College
Grassroots
Holy Cross College
KALAM
King Trust
Koodu
Manonmaniam Sundaranar (M.S.) University
Mr. Siddhartha Palli
Nethers Economic Educational Development and Society (NEEDS)
Pasam Trust
Pasumai Trust
Sakthi Trust
Social Awareness and Female Education Development Society (SAFE)
Tamilnadu Green Movement
Vidyarambam
Zenith Trust

TRIPURA
Tripura Adivasi Mahila Sangathan

UTTAR PRADESH
S.K.D. Inter College Morana, Muzaffarnagar
Academy of Integrated Management & Research, Pratapgarh
Akhand Jyoti Samajik Swaichhik Sansthan, Badaun
Amarnath Yadav, Sultanpur
Anchal Vikas Sewa Sansthan, Bahraich
Anuragini, Orai
Asha Gramothan Sansthan, Orai (Jalaun)
Avadh Seva Sansthan, Lucknow
Avriti Welfare Society, Moradabad
Disha, Basti
ERADA Foundation, Lucknow
G.B. Pant Social Science Institute, Allahabad
Galaxy Development Society, Rampur
Grameen Arthik Avam Krishi Vikas Sansthan, Lucknow
Grameen Mahila Vikas Evam Samaj Seva Sansthan, Bhadohi
Indian Society of Rural and Urban Development & Research, Mahoba
Ishtikar Ahmad, Bareilly
Jahan Vikas Gramodhyog Sewa Sansthan, Gorakhpur
Jan Shikshan Kendra
Janata Seva Samiti, Basti
Kanak Jan Kalyan Samiti, Lalitpur
Manav Seva Kendra, Varanasi
National Social Scheme
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Pamco, Hathras
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Parivartan Samiti, Etawah
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Samiksha Trust, Ghaziabad
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Sarvahitkari Siksha Prasar Samiti, Mathura
Sarvangin Gramin Vikas Evam Prashikshan Samiti, Mohammadapur , Ghazipur
Shah Bal Kalyan Evam Mahila Kalyan Samiti, Mirzapur
Shashwat Sahbhagi Sansthan, Sitapur
Shia Welfare Society, Bijnaur
Shiv Pujan Shukla Smarak Samiti, Allahabad
Social Welfare Organization, Bulandshahar
Society For Participatory Integrated Development (SPID)
Society for People's Integrated Development, Kone Robertsganj
Suman Samiti
Swabhiman Samiti, Maharajganj
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Evening B.T. College
Kalyani University
Moynagari College
Pachthupi Jaimata Sporting Club
Pankhatuly Bhumika
Raiganj College
Songs of Unity and Liberty (SOUL)
St. Joseph College, North Point, Loreto College, Inner Wheel Organisation

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Finally, with great sadness, we report the untimely demise of Mr. Shakti Prasad Sahoo, a bright young man who led the ASER effort in Koraput in Orissa - one of the most backward and difficult districts in Orissa. The sudden departure of this intelligent, hardworking and committed young man leaves a big void in the Orissa team.



Special thanks to Pratham USA and Pratham UK

A very special thanks to Pratham USA and Pratham UK for their continued support to ASER :

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Pratham USA

National Champions:

Avinash and Peggy Ahuja
Sudesh and Chitra Arora
Ramesh and Kalpana Bhatia
Madhav and Patricia Dhar
Vijay and Marie Goradia
Jaideep and Rachel Khanna
Paul and Geetha Pandian
Arvind and Shilpa Sanger
Ranjan and Chandrika Tandon

State Champions:

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Sanjay and Anjna Motwani
Bhikubhai and Pushpaben Patel
Om and Indira Singla
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Annexures



This is ASER

Rukmini Banerji

Sitting in the courtyard of her house in a village in Uttar Pradesh, Sangeeta was concentrating. First she listened to the problem ....."Suppose your mother gave you fifty rupees and asked you to buy something from the market for fifteen rupees. How much money would you have left? . Sangeeta thought for a while. After a few minutes, very shyly she asked. "Can I make lines?" We gave her paper and pencil. Painstakingly, she began to make marks on the paper. We could hear her counting softly to herself as she drew the lines "......12, 13, 14, 15, 16,........

Meanwhile, the day carried on around us. Sangeeta's mother was busy feeding the buffaloes that were tied to a post in the courtyard. She talked to us about her children and their school, as she went about her work. Sangeeta's grandfather was getting impatient. He wanted the child to hurry up. Neighbours were curious so they came to chat as well. Soon they brought their children and wanted us to see if their children could read and do arithmetic. Other children who had been playing with an old tyre under a big tree came running to see what was going on.

This is a common scene during ASER. The very act of asking children to read or to do arithmetic generates a lot of interest. People are inquisitive and intrigued by what is going on. Some people take the reading tools, try to read it themselves and get their children to read. Discussions and debates begin in courtyards and lanes and even in the middle of fields - discussions about children's ability to read, their learning levels, about their teachers and about schooling and learning. The data from each village is aggregated at the district, the data is entered at the state level and the report is published first at the national level. However, immediately, on the day that ASER is done in a village there is an impact. Whether the adults are literate or not, the assessment activity itself leads to curiosity and questions. Often parents do not know what their children can or cannot do. Sometimes children surprise themselves as well. Something new is added right then and there. And strategies and solutions begin to emerge. This is ASER[1].

Sangeeta has finished drawing 50 lines. The short vertical lines snake across the breadth of the page like a broad ribbon. She is now counting the lines. Patiently, she crosses off 15 lines and starts counting the remainder. Sangeeta's grandfather has wandered off.. Her mother has finished feeding the buffaloes and has started sweeping the courtyard. Many of the neighbours children have tried to read the simple paragraphs. But Sangeeta does not give up. She has finally finished counting. Now she looks up, still shy and says "35".

We see this over and over again, child after child, in village after village. When children are given a task, they do it very intently, with full attention. Whether a child can read or not, whether she or he can do subtraction problems or not, I never cease to being impressed by children. One on one, children carefully listen to what is expected of them and then do their best to meet these expectations. It is hard to remain unmoved by the intensity of children's desire to do well and by the seriousness of their effort. For me, this remains the enduring memory of ASER.

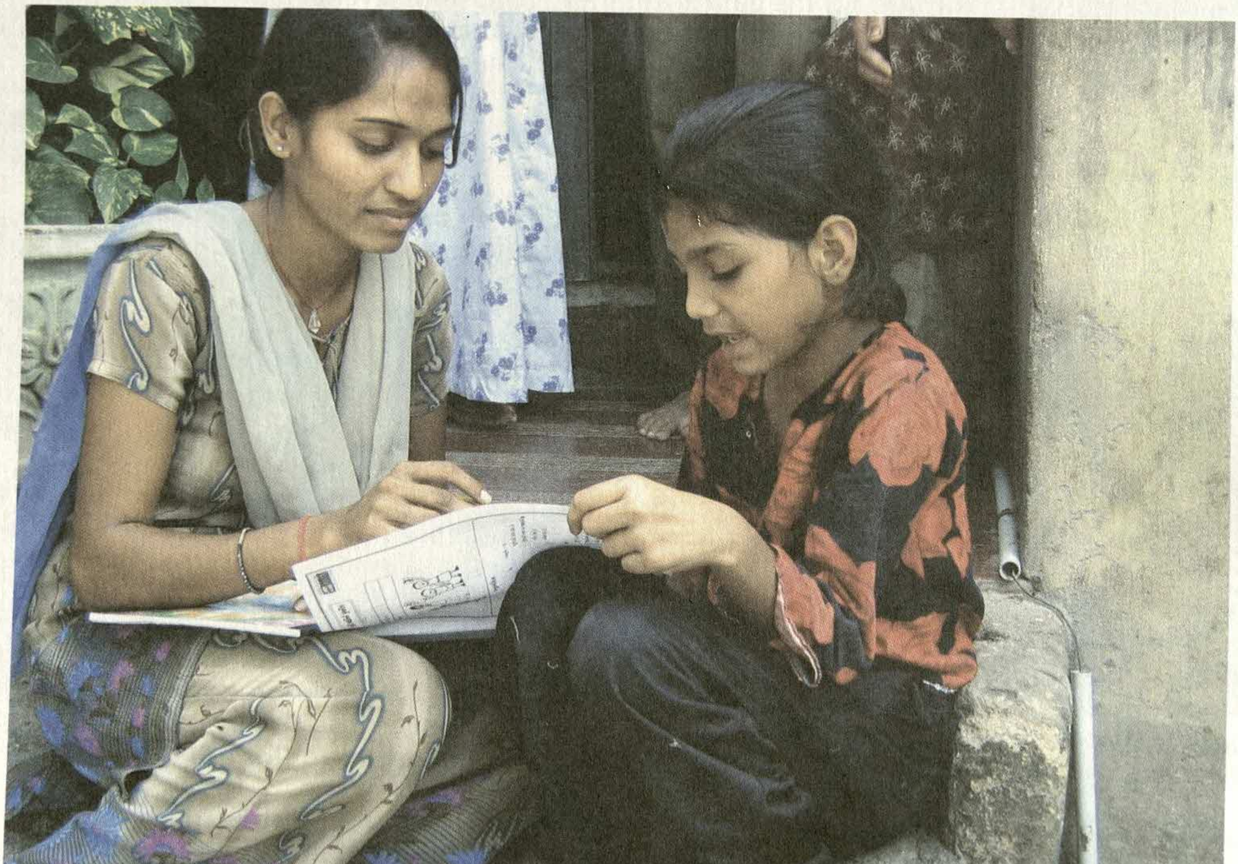
It is getting late. The ASER instructions say that the team has to visit 20 randomly picked households in the village. We have completed 18, another two to go. The young people who are with me are very diligent. Moving according to instructions, they pick the fifth house and start the process of talking to parents and children. Until the job is completely done, they will not leave the village.

When we started in 2005, there were many questions. How could all districts in the country be reached? How would local groups be found; groups that were interested first in understanding and then strengthening elementary education in their villages? Could people be trusted to do a reliable job? How to convince people that as citizens we need to engage, to participate and to work together if we want change?

[1] The word "ASER" in Hindi means impact.

Since the early days of ASER, we have learned many things. We have learned that there are people all over the country who come forward to take up new challenges. By and large, people can be trusted. Overwhelmingly, like the children in ASER, the adults too do a serious and diligent job. Much of the energy that fuels ASER comes from the young people of India. High school students in the densely forested mountains of Arunachal or teacher trainees in coastal Andhra, staff of the animal husbandry department in Ladakh, milk cooperatives in Gujarat, self help groups in Karnataka, rural women's BPOs in Rajasthan ..... people coming together, to explore and understand, to learn and to help in creating better opportunities for children.

The ASER report is published once a year. Discussions about the findings continue for months. Debates over data lead to more deliberations. Some of this thinking and talking leads to changes in plans, provisions, policies and practice from Delhi to Sangeeta's village in UP. But at its very core, the spirit of ASER revolves around individuals who come together once a year to make the map of India come alive with tremendous energy and immense possibility. This is ASER.



Where do we want to be? By when?

Madhav Chavan

This third ASER indicates major progress over last two years in enrollment and provision of schools, teachers, toilets, and water supply in most states. The jump observed in mid-day meals provision is truly remarkable. What we estimate is not a small achievement by any measure. Needs assessment, plans, and systematic work backed up with continuous, steady, and timely supply of funds up to the village level through the Sarva Shiksha Abhiyan (SSA) systems is an important factor that should be underscored. The increase in aanganwadi ICDS coverage, especially in the North, is also impressive.

The message is clear. Focus works. Goal setting works. Planning works. Continuity works. Where there is no focus, no goal setting, no planning for improvement, and where there is no continuity, progress is sketchy at best.

People want better education for children. There is already enough evidence of this. However, when we asked if children go to paid tuition classes the response surprised us. In West Bengal, Orissa, Kerala, and Bihar four very different states the proportion of children going for tuitions is the highest. The proportion of government school children going for tuitions is the highest (30-60%)in these states. Himachal, Chattisgarh, UP, MP are among the ones where tuition-going children are the fewest. Tuitions cannot be blamed on a poor school system alone. The proportion of private school children who go for tuitions is alsmost double that of their government school friends. All we can say is that people will try every way to get a better education for their children. There is no evidence that tuitions really make a difference.

There is a need to plan for quality education. One major flaw in SSA is that plans are made from year to year. This may be fine for civil works and recruitment of teachers but not for overall improvement in quality of education which requires continuous focused work involving creative human involvement in every class. Considering that money supply is assured and even the new center-state sharing ratio is now agreed upon, the union and the state governments should prepare a three year plan to improve learning outcomes with clear goals, strategies, timelines, periodic measurement of performance, and expenditure. This is hardly difficult to do and it is critical if we want to improve quality.

We must decide what we want to achieve, by when, and go after it. Here are some clear agenda items.

<u>Starting early and one KG class in school is a must:</u>

The ASER measurement happens in the middle of the academic year. By this time in 2006 38.2% children in class I could not even identify alphabets. One year later, in the new cohort, nearly 6.3 percentage points more children in class I nationwide can read alphabets or text. This change is visible in most states. It is noteworthy that the proportion of the children who cannot even identify alphabets is almost exactly the same as children who cannot even identify numbers 1-9. Given the vastly increased ICDS network, it should be possible to take up a summer "school preparation" exercise for children entering class I and class II to impact early literacy and numeracy. Such summer voluntary campaigns taken up in Maharashtra, Madhya Pradesh, and Bihar have borne excellent results.

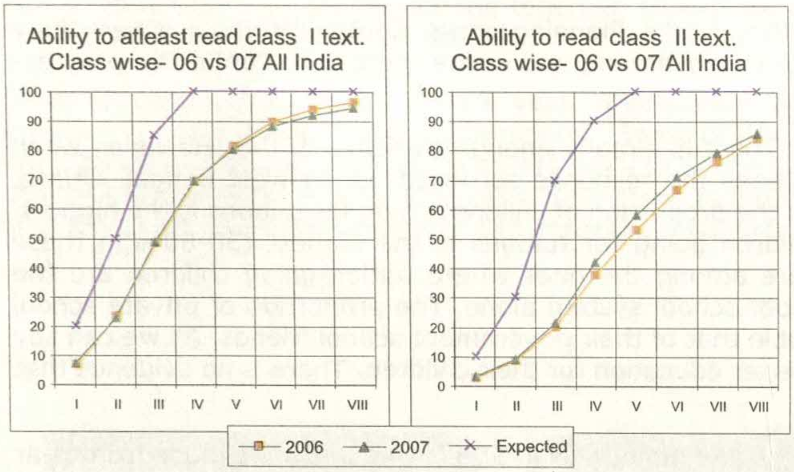
The "school preparatory class" is an interim measure. In reality, there is another factor that is growing. The proportion of 5 year olds entering schools has risen by about 15 percentage points over the last year and now 62% 5 year olds are enrolled in schools. These children are too young to be in school. They tend to dropout and re-enroll thus contributing to the dropout rate.

It is time we created a national policy to have KG classes government schools for 5 year olds so that the children get systematic early childhood education. They need a good start before joining class I.

Learning reading, writing, arithmetic:

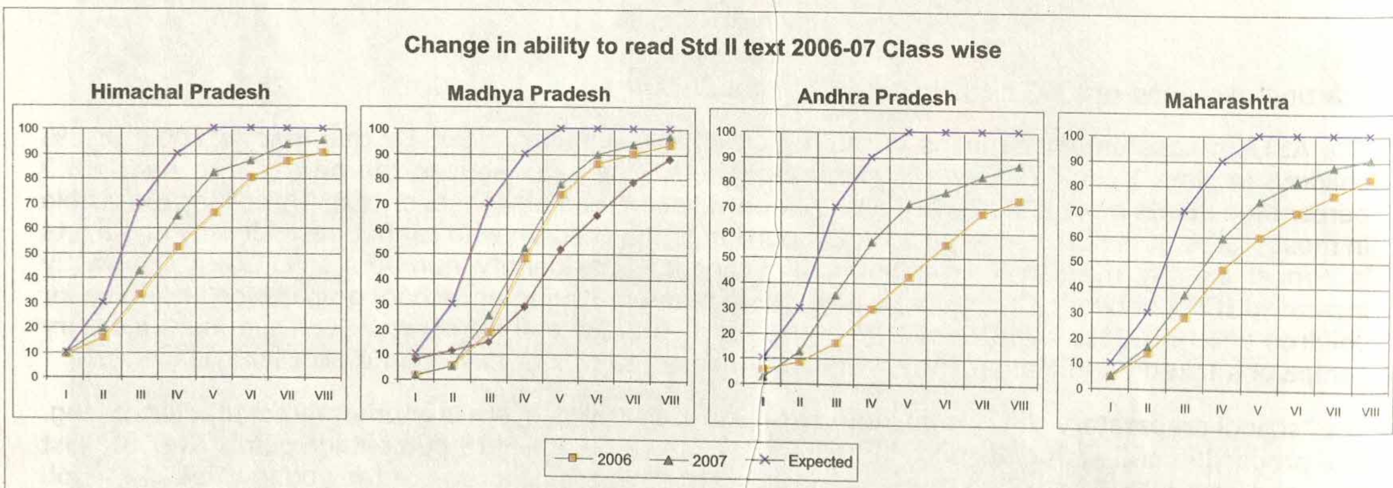
Over the last two years the Government of India, the Minister for HRD, and the Prime Minister himself have communicated to the states that learning of basic skills have to be improved. Several states have responded well and some improvement in the area of reading is visible. However, as a nation we still have to go into a mission mode to improve learning in our schools.

The all India charts below show my "expectation" of what proportion of children should be able to read class I or class II in comparison with the situation in 2006 and 2007.



The ASER2007 report has decoratively used some pages of class I and class II textbooks from different states. Since we supply these textbooks, it is reasonable to expect children to be able to read at these levels in these classes. The India-wide situation shows that in the middle of the class III academic year, only 50% children can read a class I text. In the middle of class IV academic year only 40% children can read a class II text. While the proportion of children who can read class I text reaches 80% by the middle of class V, it takes the middle of class VII for 80% children to be able to read a class II text.

ASER2006 estimated a big jump over 2005 in the proportion of children who could read class I and class II text. There was some disbelief and some skepticism about the reported increase. Between 2006 and 2007, some more states have shown a similar jump. Andhra Pradesh and Himachal, one starting with a low baseline and the other starting at a higher have both shown that rapid progress is possible. A look at the Madhya Pradesh chart shows a big jump between 2005 and 2006 and a small increase in 2007.



The first lesson from the above graphs is that big jumps in children's ability to read are possible within one year or less. The second lesson comes from the Madhya Pradesh chart. While the state made a big jump between 2005 and 06, the next year did not see an energetic follow up to further improve upon the situation thanks to some discontinuity. What Andhra Pradesh and Himachal have achieved this year has to be built upon further.

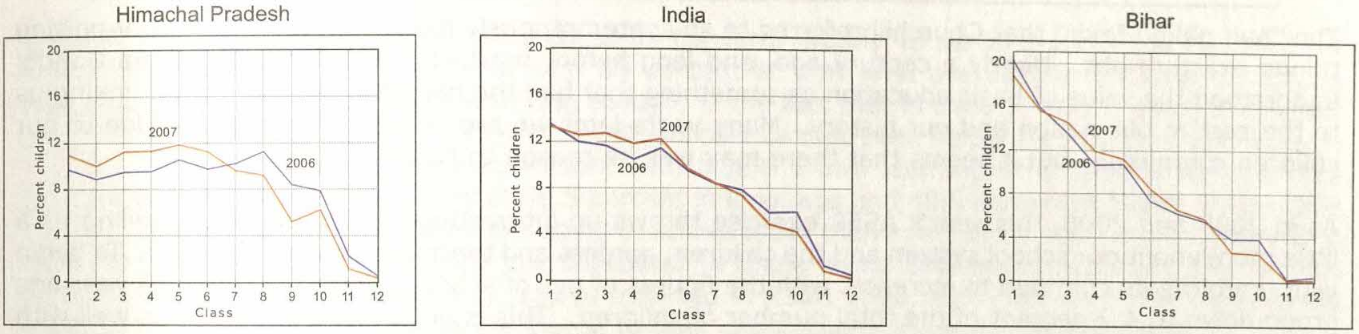
In case of Arithmetic, similar improvements are possible. The states have not begun to focus on arithmetic as yet and the lack of improvement is visible in ASER2007.

Universal upper primary education :

The fulfillment of the fundamental right to education demands that all children complete eight years of education by the time they are fourteen. The problem of provision of upper primary education has to be solved urgently in many states.

This report carries charts showing class-wise distribution of children in the sample. A quick look at these charts in the report for each state is enough to say if the state is more like Himachal, or Bihar, or in between.

School children: Class-wise distribution in ASER 2007 sample



Ideally, if all children who enter at Std I transition to the next class year after year, we should see a more or less horizontal line of proportion of children against the class as seen in the Himachal chart. Bihar is the exact opposite. However, since over 90% children in Bihar are now enrolled in schools, the chart indicates that large proportions of children are enrolled in much lower classes not appropriate for their age. At class I , II, and III, these children constitute nearly 25% of the class. While near 100% children in Himachal will complete at least eight years of education by the time they are 14, Bihar has a long way to go if we follow the run of the mill linear path, which is not useful in what is clearly a crisis situation. Special measures to allow older children to learn basic skills rapidly and leapfrog into the more age-appropriate classes may be a practical solution.

The India chart indicates that universal retention up to Std V is within reach. With some purposeful, innovative steps in addition to constructing schools and appointing teachers, there is no reason why we should not be able to achieve true UEE in less than a decade.

There is much to be done but we do recognize that much has been done, which is not appreciated by people outside and often also by those inside the government. ASER is a citizen's initiative and it does not fit into the "watch dog" stereotype because this report is not about watching. It is about observing, attempting to change, measuring to see if change has occurred, and go on trying.

Exactly one year ago, at the function to release ASER2006, young people from every state of India took a pledge in their state language to ensure that all children in their state would learn to read, write, and do basic arithmetic by the end of 2009. The Read India campaign was born. It has begun to take shape since July 2007 and reached over 250,000 schools and villages mostly in collaboration with state governments but in some cases without.

ASER and Read India are two aspects of the same effort. With planned, focused, continuous government action in collaboration, there is no reason why we should not succeed before the end of the decade.

The More Things Change, The More They Don't Necessarily Remain The Same

Amit Kaushik[1]

> *"Basic education links the children, whether of cities or the villages, to all that is best and lasting in India."*
> - Mohandas Karamchand Gandhi
>
> *"Education is the most powerful weapon which you can use to change the world."*
> - Nelson Mandela

The "half naked fakir" that Churchill referred to so contemptuously had an uncanny knack of getting things exactly right. Nearly a century ago, and long before most of the experts, Mahatma Gandhi understood the value of basic education as something that had the potential to unite us all, linking us to the best in our nation and our history. Many years later we are yet to redeem our pledge to our children completely, but it seems that there may well be reason to hope after all.

As in 2005 and 2006, this year's ASER exercise throws up interesting stories, each one telling us a little more about our school system and the children, parents and teachers who are part of it. To begin with, enrolments continue to increase, with the figures of out of school children in the 6-14 year age group down to 4.2 percent of the total number of children. This is good news and accords well with figures that the Ministry of HRD has recently shared with the six-monthly review mission, which indicate that the number of out of school children continues to stagnate at around 75 lakh. Clearly, programmes like *Sarva Shiksha Abhiyan* (SSA) taken up in the last few years have had a positive impact on school enrolments, as well they might, with 98 percent of the rural population now having access to a primary school within 1 kilometre. With drop out rates at the primary stage declining to about 10 percent as reported by the 6th SSA Review Mission[2], this implies that a significant majority of children entering school are likely to complete at least this stage of education.

A more interesting aspect of this increase is that it no longer appears confined only to the elementary school age groups; enrolments at earlier stages have also gone up, with nearly 79 percent children in the age group of 3-4 years being in pre-school classes or *anganwadis*, as compared to only 68 percent of children surveyed last year. As many as 93 percent of five year olds surveyed in 2007 were either in *balwadis*, *anganwadis* or schools, up from 85 percent last year, which augurs well for both enrolment and retention at the next stage.

As one looks at the other end of the scale however, things are not quite so encouraging. 19.4 percent of children between the ages of 15-16 years are out of school, even though this is down from 21.2 percent last year. Not surprisingly, the figure for out of school girls is higher than for boys, a trend that remains consistent at all levels of the school system, although the improvement in girls' enrolment is better than that of boys.

Enrolments in private schools would also seem to be steady, hovering around the 19-20 percent mark. Although ASER does not make this distinction, it should be pointed out that many private schools continue to remain outside the scope of the so-called "recognised" system. Several writers have pointed to the lack of reliable and accurate data about the numbers of such schools, particularly in urban areas. Both the District Information System of Education (DISE) and NCERT's All India Educational Survey (AIES) restrict themselves to collecting information about recognised schools, which means that data about a large number of private unrecognised schools is omitted[3]. Children reported to be in private schools here would no doubt fall in both categories, recognised and unrecognised, yet there may not be much to choose from when it comes to looking at learning achievements.

[1] Director, SRF Foundation, New Delhi

[2] Aide Memoire of the 6th Review Mission of Sarva Shiksha Abhiyan, Government of India, July, 2007

[3] Kingdon, Geeta G (1996), "Private Schooling in India: Size, Nature and Equity Effects", *Economic and Political Weekly*, New Delhi, December.

On the provisioning front there are clear improvements with improved pupil-teacher ratios in visited schools, better availability of functioning toilets and drinking water facilities and a vastly improved availability of midday meals, although it would probably be worthwhile to probe the rather sharp decline in the receipt of school and teacher grants reported this year. All of these are no doubt factors that contribute to the increased enrolments that have been observed and the challenge now will be to continue with these improvements as well as to make sure that they have an effect on keeping children in school.

Sadly enough, learning levels remain a cause for concern. Nearly 40 percent children at class 5 level cannot read a class 2 text, while around 60 percent at that level are unable to carry out simple divisions. What should be more worrying though, is the fact that in class 2, only 9 percent children can read the text appropriate to them, and 60 percent cannot even recognise numbers between 10 and 99. This would seem to be consistent with NCERT's own learning achievement surveys that indicate a mean achievement level of 58.5 percent in language and 46.5 percent in Maths at the class 5 level. So although more children are going to school today than ever before, it is not necessary that they are learning very much. And the difference in these levels between government and private schools continue to remain more or less as reported in ASER 2006, with children in the latter being better by about 10-12 percent as compared to their counterparts in government schools.

But the most interesting stories coming out of ASER 2007 are the two that relate to private coaching and familiarity with the English language. At every level in the school system, be it government or private, additional paid coaching appears to be the norm, rising from 12 and 19 percent at the class 1 stage respectively to about a quarter by class 8. While it may be facile to assume a causal relationship between the two, one wonders if this might have something to do with the apparent increase in teacher absence that the report also seems to notice. With one in four teachers absent from school and only one half teaching, as researchers discovered during a nationally representative study of government primary schools, parents and children may all too often be left with no choice but to consider additional coaching[4].

Many would recall Prof Amartya Sen's Pratichi Trust study of 2002 which found that of the class 3 and 4 children of government schools observed in West Bengal, nearly half were enrolled in private tuition classes. The conclusion drawn then had been that the relatively higher cost of private education was offset by a reduced dependence on private tuitions, since it was largely children from the government schools who were enrolled in coaching classes. In the present instance though, the percentage of children in private schools who are also enrolled in additional paid classes is higher (except in class 8), and one possible result may be the relatively better learning performance of these children that the report brings out. Either way, the fact that additional coaching exists at such high levels should be a warning flag that calls for greater investigation.

The demand for teaching English is one that has been articulated several times. Activists like Kancha Ilaiah hold that the school education system in India is squarely divided into two structures in terms of the medium of instruction, the regional language system and the English language system, and that in terms of the population, the former is meant for backward caste children, while the latter is reserved for the rich who constitute by and large the upper castes[5]. Indeed, he goes so far as to suggest that teaching in English would constitute a precondition for gradually reducing the existing system of reservations in educational institutions for the backward castes. Be that as it may, ASER 2007 seems to show that nearly two-third children in class 8 could read easy sentences in English, and

[4] Kremer, Michael; Chaudhury, Nazmul; Rogers, F Halsey; Muralidharan, Karthik and Hammer, Jeffrey (2005), "Teacher Absence in India: A Snapshot" in *Journal of the European Economic Association*, April/May 2005, Vol. 3, No. 2-3, Pages 658-667

[5] Ilaiah, Kancha (2007), "What Kind of Education Do Dalit-Bahujan Children Need?", in *Shiksha: The Challenge of Indian Education*, Buffalo Books, New Delhi, 2007

that 86 percent of these children could comprehend their meaning. The percentage of those who can read simple sentences starts increasing from class 5 onwards, reflecting no doubt the fact that many State governments choose to introduce the language at a later stage. Given that we are considering the situation in *rural* schools though, the relatively encouraging numbers of children who can comprehend English has implications for those planning vocational and secondary education initiatives, as well as potentially for the job market.

ASER 2007 reaffirms what many have been saying for the last few years—while we have had reasonable success in dealing with the provision of basic infrastructure, we need to take urgent action to improve quality in our schools. Although the prime role will always remain that of the government, given the vibrant and active civil society network that exists in India as well as the increasing realisation in the private sector of the need to contribute to social development, there is perhaps a case for more tripartite partnerships between government, NGOs and the private sector, particularly in helping to improve the quality of school education. Models of such partnerships already exist, and some of the more successful ones may well be usefully duplicated. If they should help in some small way to make a difference, perhaps then we would all truly be part of an *abhiyan*, one that changes the future of our nation and of our children.



About the survey


মানচিত্র

Choosing Villages: Sampling Strategy[1]

Dr. Wilima Wadhwa

The purpose of the ASER 2007's rapid assessment survey in rural areas is twofold: (i) to get reliable estimates of the status of children's schooling and basic learning (reading and arithmetic level) at the district level; and (ii) to measure the change in these basic learning and school statistics from last year. Every year a core set of questions regarding schooling status and basic learning levels remains the same. However a set of new questions are added for exploring different dimensions of schooling and learning in the elementary stage.

One government primary school in each sampled villages was visited during ASER 2005. This was not done in ASER 2006 but was done again in ASER 2007. This year's ASER survey links whether the sampled child is enrolled in the school that is visited. This will be able to better establish the links between schools and learning. Unlike, ASER 2006, this year mothers were not tested however, their education level was recorded.

The sampling strategy used will help to generate a representative picture of each district. The aim is to survey all rural districts. The estimates obtained will then be aggregated (using appropriate weights) to the state and all-India levels. Like last year, the sample size is 600 households per district. The sample is obtained by selecting 30 villages per district and 20 households per village.

The villages were randomly selected using the village directory of the 2001 Census. The sampling was done using the PPS (Probability Proportional to Size Sampling) technique. The PPS is a widely used standard sampling technique and is the appropriate technique to use when the sampling units are of different sizes. In our case, the sampling units are the villages. This method allows villages with larger populations to have a higher chance of being selected in the sample.

In ASER 2006, we retained the 20 villages from 2005 and added 10 new villages. In ASER 2007 we randomly dropped 10 villages from ASER 2005, kept the 10 villages from 2006 and added 10 more villages from the census village directory. The 10 new villages were also chosen using PPS. The 20 old villages and the 10 new villages gives us a "panel" of villages, which generates more precise estimates of changes. Since, one of the objectives of ASER 2007 is to measure the change in learning since 2005 and 2006, creating a panel is a more appropriate sampling strategy. Each district will receive a village list with appropriate block information along with the data from the 2001 Census on total number of households and total population. The village list will also specify which villages are from 2005, from 2006 and which are new villages.

Like ASER 2005 and 2006, the village list is final and cannot be replaced. This is to maintain randomness of the sample to obtain reliable estimates.

The ASER 2007 team has consulted with national level sampling experts including those at NSSO and ISI.

[1] See the Appendix for more details on the sample design of ASER 2007.

What to do in the village?

Instructions given to volunteers

HOW TO MAKE A MAP

A list of 30 villages with block names for each district will be provided to each district team. It is VERY IMPORTANT that each and every village on the list is visited and 20 randomly selected households per village are surveyed.

This note outlines basic instructions of what to do in a village. Surveyors need to follow these instructions in the field strictly.

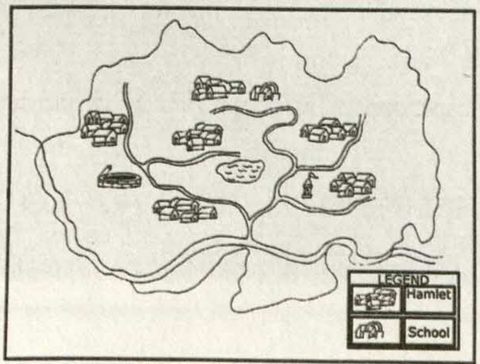
Contact Sarpanch: Introduce yourself to the Sarpanch or to other senior members of the Panchayat. Tell them about ASER. Get the approximate number of households in the village from the Sarpanch. Often the number of households can be used to figure out if you are in the correct village.

To start MAKING A MAP — walk & talk :

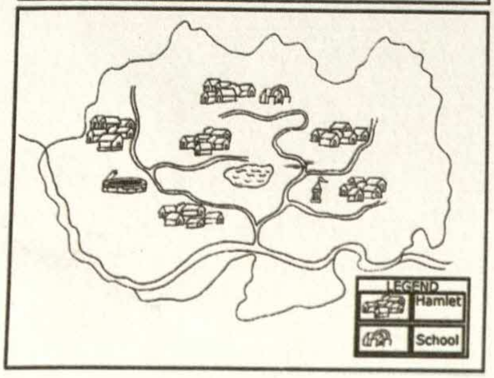
- To get to know the village, **walk around** first before you start mapping.
- **Talk to people**: How many different hamlets/sections are there in the village? Where are they located? What is the social composition of the households in each hamlet/section? What is the estimate of households in each hamlet/section? Tell them about ASER. This initial walking and talking may take more than an hour.

Map:

- **Rough map** : It is often helpful to first draw all the roads or paths coming into the village and going out of the village. It helps to first draw a map on the ground so that people around you can see what is being done. Use the help of local people to show the **main landmarks** – temples, mosques, river, road, school, bus-stop, panchayat bhavan, shop etc. Mark the main roads/streets/paths through the village prominently on the map. If you can, mark the directions – north, south, east, west.
- **Final map** : Once everyone agrees that this map is a good representation of the village, and it matches with your experience of having walked around the whole village, then copy it on the sheet provided.
- **Marking and numbering sections on the map:** Use the map sheet provided.



- o Village with hamlets: If the village has hamlets, then mark the hamlets on the map and indicate approximate number of households in each hamlet. If the village consists of **more than 4 different hamlets**, then **make chits with numbers for each hamlet. Randomly pick 4 chits.** On the map, indicate which hamlets were randomly picked for surveying. If there are 4 or less hamlets, then we will go to all of these hamlets.



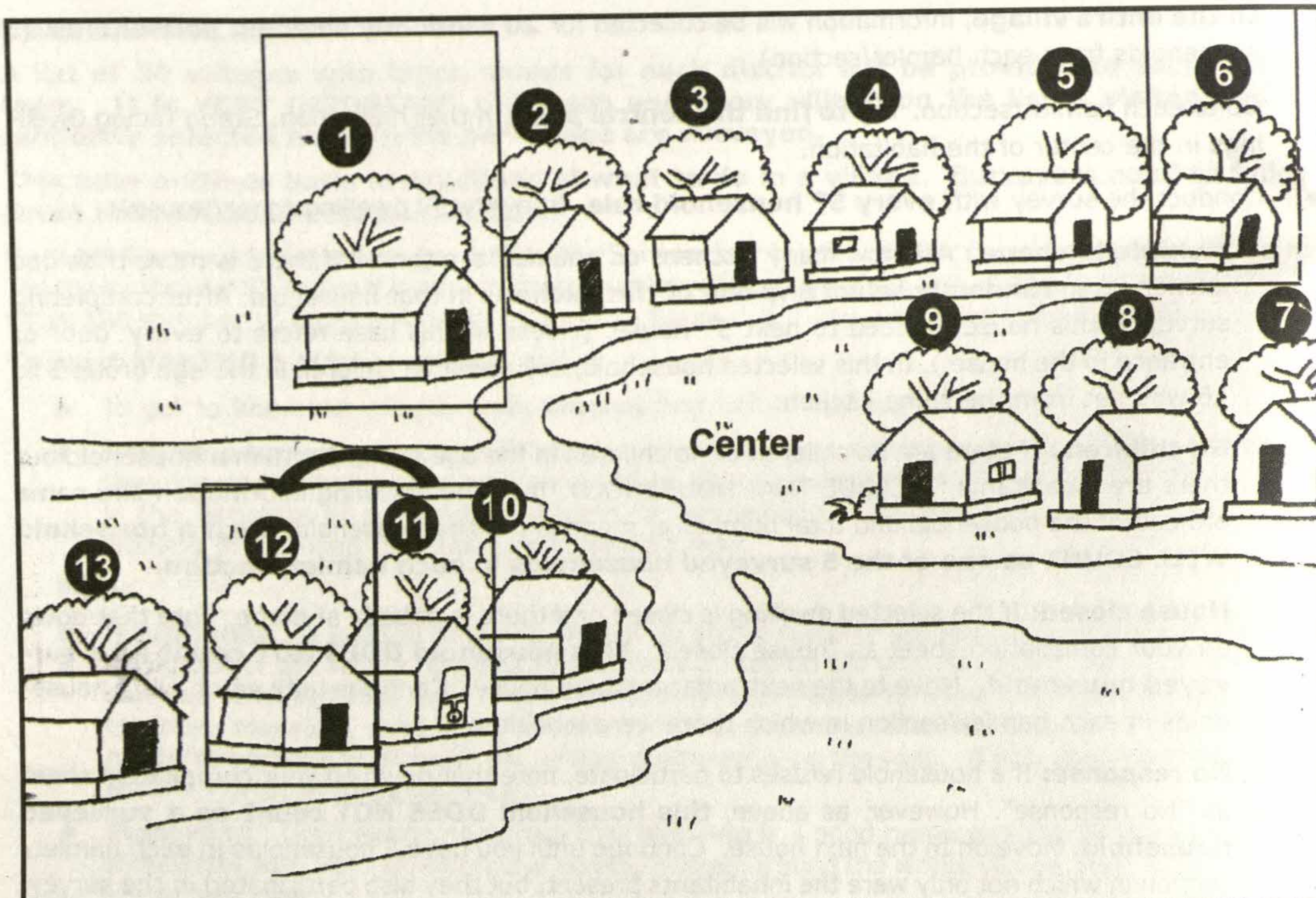
- o Village with continuous habitation : If the village is one continuous habitation then **divide the entire village in 4 sections**. For each section, **note the estimated number of households.**

- Verify all the information on the map with people in the village as you walk around.

What to do in the village: How to sample households

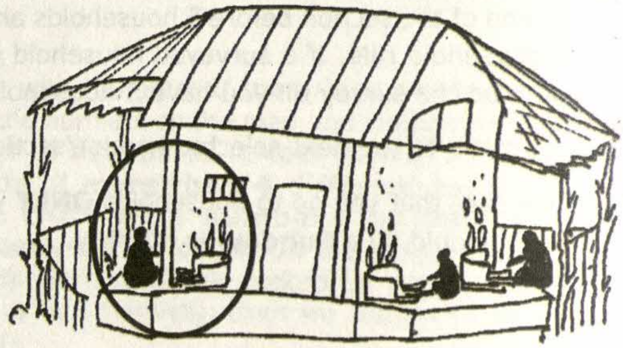
- **In the entire village**, information will be collected for **20 randomly selected households**. (5 households from each hamlet/section).
- Go to each hamlet/section. **Try to find the central point** in that habitation. Stand facing dwellings in the center of the habitation.
- Conduct the survey with **every 5th household rule**. In every 5th dwelling (ghar/house):
  - o **Multiple kitchens :** Ask how many kitchens or 'chulhas' are there? If there is more than one kitchen, then **randomly select any one of the kitchens** in that household. After completeting survey in this house proceed to next 5th house. (House in this case refers to every 'door or entrance to the house'). In this selected household, ask about all children in the age group 3 to 16 who eat from the same kitchen.
  - o **No children :** If there are no children or no children in the age group 3 - 16 in a household but there are inhabitants, INCLUDE THAT HOUSEHOLD. Take the following information like name of head of the household and total number of members of the household. **Such a household WILL COUNT as one of the 5 surveyed households in each hamlet/section.**
  - o **House closed:** If the selected dwelling is closed or if there is nobody at home, note that down on your compilation sheet as "house closed". **This household DOES NOT count as a surveyed household.** Move to the next/adjacent open house. Continue until you have 5 households in each hamlet/section in which there were inhabitants.
  - o **No response:** If a household refuses to participate, note that down on your compilation sheet as "No response". However, as above, **this household DOES NOT count as a surveyed household.** Move on to the next house. Continue until you have 5 households in each hamlet/section in which not only were the inhabitants present, but they also participated in the survey.
- **Stop after** you have completed **5 households in each hamlet/section**. If you have reached the end of the section before 5 households are sampled, **go around again** using the same every 5th household rule. If a surveyed household gets selected again then go to the next household. Continue the survey till you have 5 households in the section.
- Now move to the next selected hamlet/section. Follow the same process.
- Make sure that you go to households **ONLY** when children are likely to be at home. This means that it should be a **Sunday or holiday.**

How to sample HHs in a hamlet in a village?



Instructions :

1. Find the central point in a hamlet. Stand facing the dewellings.
2. Survey every 5th HH.
3. In case of a locked HH or if there is nobody at home, note that down as 'house closed' and move to the next open house.
4. If a HH refuses to participate, note that down as 'no response' and move to the next HH.
5. If there are no children or no children in the age group of 3 to 16 in a HH but there are inhabitants, include that HH.
6. If you reach the end of the hamlet before 5 HHs are sampled, go around again using every 5th HH rule.



In the 5th HH ask how many 'chulhas' are there? If there are more than 1, then randomly select any one of the 'chulhas'. After completing survey in this house proceed to the next 5th HH.

What to do in each household

IN EACH SAMPLED HOUSEHOLD : We will note information about children who live in the household on a regular basis.

- **Children 3 and 4:** On the children's sheet, note down child's name, age, whether they are attending anganwadi (ICDS) or any kind of pre-school center. **We will not test these children.** If the child is not going to any anganwadi/preschool, etc., note it down under the "Not going to Anganwadi" section.

- **Children 5 to 16:** On the household survey sheet, note down child's name, age and all other details. **All children in this age group will be tested** in basic reading, simple comprehension, basic math and English. (We know that younger children will not be able to read much or do sums but still follow the same process as for all children so as to keep the process uniform). Ensure that the child is comfortable before and during the test and that sufficient time is given to each child.

- **Mothers:** In the section of the sheet on mothers, list the information about all mothers living in the household. Note down mother's age, whether this person has attended school or not and up to what class they have studied. If the mother is present in the household then talk to her directly to get information from her. **Please ensure that the mother's data is recorded for every child (each row).**

Other things to remember:

Ask members of the household as well as neighbors about who all live in the sampled household on a regular basis. We will take information only about these children.

- **Older children:** Often older girls and boys (**in the age group 11 to 16) may not be thought of as children. Be sensitive** to this issue. Avoid saying "children". Probe about who all live in the household to make sure that nobody that is in this age group gets left out. Often older children who cannot read are very shy and hesistant about being tested. Make them feel comfortable and encourage them to allow you to test them.

- **Children who are not at home but somewhere in the village:** Often children are busy working in the household or in the fields. Ask family members to call them so that you can speak to them directly. If they do not come immediately, mark that household and revisit it once you are done surveying the other households.

- **Children out of the village:** If there are children in the family but not in the village at present, do not take their details.

- **Visiting children : Do not survey** or test children who are visiting their relatives or friends in the sampled village.

Many children may come up to you and want to be included out of curiosity. Do not discourage children who want to be tested. You can interact with them. But concentrate on the fact that data must be noted down **ONLY** for children from households that have been randomly selected.

Be polite. Often a lot of people gather around and want to know what is going on. Explain what you are doing and why. Tell them about ASER. Remember to thank people after you have finished surveying the household.

What to do in a School?

Instructions given to volunteers

GENERAL INSTRUCTIONS

- Visit any **government school** in the village with classes from Std 1 to 7/8. If there is no such school in the village which has classes from 1 to 7/8, then from the remaining government schools visit the school with the highest enrollment in Std 1 to 4/5. In the top box of the Observation Sheet, tick according to the school type.
- Note the **time of entry** into the school.
- Meet the Head Master (if the Head Master (HM) is absent, then meet the senior most teacher of the school).
- When at the school, ask the Head Master for the **Enrolment register** or any official document on the enrolment in that school.
- Also note information on distance from district headquarters and if there is a bus-stop nearby.

WHAT TO DO

Section 1—Children's Enrollment & Attendance

1. ASK for the registers of all the standards and fill in the **enrollment.** If a standard/class has many sections, then randomly choose **any one** section.
2. Then MOVE AROUND to the classes/areas where children are seated and take down their attendance **class-wise** by **counting** them YOURSELF. You may need to seek help from the teachers to distinguish children class-wise as they are normally found seated in mixed groups. In such a case, ask children from each standard to raise their hands. Count the number of raised hands and accordingly fill the same in the observation sheet, class - wise. Please note that **only** children who are physically present in the class while you are counting should be included.

Section 2—Teachers

1. Ask the HM and note down the number of teachers appointed and present as well as the number absent, if applicable. Please note that the number of regular government teachers **does not** include the Head Master.
2. If the school has para-teachers or teachers appointed by the Panchayat or the Village Education Committee/Parent-Teacher Association, mark that separately.
3. Thereafter note how many of the absent teachers, if any, are absent due to official duty/ training.
4. Also ask each category of teachers (Head Master, regular teachers, para-teachers) whether they reside in the village or a neighbouring village. Count the number of teachers residing in the same visited village/neighbouring villages and write this number in the observation sheet.

Section 3—School Grant Information

1. For this section, note down information for 2006 **and** 2007.
2. The Head Master should be asked this section. In the absence of the Head Master, ask another person this section and tick the designation of the person being asked this question. (Head Master/ Regular teacher/ Para teacher)

3. Ask if the school got a grant. If yes, note down the amount and when this grant was received. If the HM says that he/she is going to receive the grant in the **future**, then mark "no".
4. Thereafter go down the list and ask if money was spent on each item or not for both years. Mark "yes" or "no" accordingly.
5. Ask the person answering this section about the grant very politely. If the person refuses to answer or is hesitant to answer this section, then do not force the person and move on to the next section. The remaining questions of this section should be left BLANK.

Section 4—Class Room Observations

1. This section is for **Std. 2** and **Std. 4** only. If there is more than one section for a class, then randomly choose any one.
2. OBSERVE the seating arrangement of children (are they in mixed groups or sitting class-wise) and the blackboards and fill accordingly.
3. OBSERVE if children have their textbooks, a pen/pencil, a notebook. Ask the children to show these items to make a correct assessment.
4. Ask the teacher if the teacher follows a timetable? If yes, ask the teacher to show it to you. If not, mark "no". Based on the timetable, assess if the subject being taught at the time of the observation matches with the subject mentioned in the timetable.

Section 5—Teaching Learning Materials Grant

1. This section is for Std. 2 and 4 only. Also information needs to be gathered for 2006 and 2007. If the teacher says that he/she is going to receive the TLM grant in the **future**, then mark "no".
2. If the teacher got a grant, note the amount and the month in which this grant was received. Note that the grant is given **per teacher** and the amount noted must be per teacher.
3. Thereafter, go down the list and ask if money was spent on each item or not for both years. Mark "yes" or "no" accordingly.

Section 6—Infrastructure in School

1. OBSERVE the number of classrooms and if they are being used for children.
2. Similarly OBSERVE if there is a hand pump (see if water is potable), toilet (see if toilet is usable) and a mid-day meal (see if there is any evidence of the same).
3. Ask the teacher if the school has library books. If it does, ask the teacher or the students to show you the library books.

Section 7 - General Comments and Observations

Write any general comments/ observations that you noted while observing the school.

- Note the **time of exit** from the school.

From 2005 to 2007: Evolution of ASER

ASER 2005	ASER 2006	ASER 2006
Age group 6 – 14 Children were asked Enrollment status Type of school Children also did: Reading tasks Arithmetic tasks School visits	Age group 3 – 16 Children were asked Enrollment status Type of school Children 5-16 also did: Reading tasks Arithmetic tasks And Comprehension tasks Writing tasks Mothers were also asked to read a simple text	Age group 3 – 16 Children were asked Enrollment status Type of school Tuition status Children 5-16 also did: Reading tasks Arithmetic tasks And Comprehension tasks Problem solving tasks English tasks School visits
Sampling: 20 randomly selected villages	Sampling : 20 ASER 2005 villages Randomly selected 10 new villages	Sampling: Randomly selected 10 ASER 2005 villages 10 ASER 2006 villages New 10 ASER 2007 villages



ASER 2007: TESTS AND TESTING

- All efforts are made to ensure that ASER 2007 tools are consistent with and comparable to ASER 2006 tools.
- A common framework is followed across all states in developing and refining tools to ensure that all elements in each tool are the same in every language.
- The content of all tests is cross-checked with state textbooks of Std 1 and 2 for equivalence. (In the case of English, the textbook for the year in which English is introduced was taken as the reference point).
- All tools go through a process of extensive field-testing with children across the country before finalization.
- All surveyors in all districts spent a "practice day" in the field during training.
- Children can choose the language that she/he is most comfortable to be tested in.

  ASER 2007 asked ...

Pre-schooling/Schooling status

Children in the age group 3 to 6 were asked if they go to any kind of pre-school.

Children in the age group 5 to 16 were asked if they go to school or not. If they go to school they are asked about the type of school (government or private).

Children in the age group 5 to 16 were also asked if they currently attend any tuition class (paid class)

Learning status

Children in the 5 to 16 age group are asked to do tasks that included

- Reading
- Arithmetic
- Comprehension
- Problem solving
- English

Children were tested at home. In a selected household, efforts are made to locate all children in the age group 3 to 16.

Before starting to test children, it is important that both the surveyor and the child are relaxed. The primary aim of the assessment exercise is to understand what children can do comfortably in reading, arithmetic, comprehension. Given this, it is essential that children are at ease and not worried about how they are going to perform. To help children to relax, surveyors chat with them or play simple games. Once the child is ready, then the testing tools are shown. The child has to be given sufficient time to read, to solve and to think. Often children will try to do a series of tasks until it is clear what he/she can do confidently. It is critical that the surveyor appreciates what the child is doing.

ASER 2007 : Reading Tasks...



All children were assessed using a simple reading tool. The reading test has 4 categories:

- Alphabets : Set of common alphabets
- Words: Common familiar words with 2 letters and 1 or 2 matras
- Level 1 (Std 1) text: Set of simple 4 linked sentences. Each no more than 4-5 words. These words or their equivalent are in the Std 1 text book of the state.
- Level 2 (Std 2) text: "Short" story with 7-10 sentences. Sentence construction is straightforward, words are common and the context is familiar. These words (or their equivalent) are in the Std 2 textbook of the state.

पढ़ने की जाँच (1)

कहानी

एक खरगोश था। वह बहुत आलसी था। एक दिन वह पेड़ के नीचे आराम कर रहा था। अचानक उसने चींटी को देखा। चींटी पेड़ पर चढ़ रही थी और फिर नीचे उतर रही थी। खरगोश ने सोचा चींटी इतनी छोटी है, पर वह कितनी मेहनत करती है। उसे देख कर लगता है कि मुझे भी काम करना चाहिये।

अनुच्छेद

नदी में एक नाव है।
वह बहुत पुरानी है।
नाव धीरे-धीरे चलती है।
हमें नदी के पार ले जाती है।

अक्षर

म र थ
ह श
ल ब न
क घ

शब्द

गाल चूहा
मोर
सूखा दिल
चुप नीला
रेत
सौदा भैया

Sample: Hindi basic reading test

Similar tests developed in all languages

Child can choose the language in which she wants to read.

In developing these tools, in each state language, care is taken to ENSURE

- comparability with the previous years' tool with respect to word count, sentence count, type of word and conjoint letters in words
- compatibility with the vocabulary and sentence construction used in Std 1 and Std 2 language textbooks of the state
- familiarity with words and context through extensive field piloting

How to test reading?

LEVEL 1 (STD. 1 Text)

START HERE:

Present the easy paragraph to the child. Ask her to read it. Listen carefully to show she reads.

The child may read slowly. She may read haltingly; she may make 3 or 4 mistakes in not reading words correctly.

However, as long as the child reads the text like she is reading a sentence, rather than a string of words, mark her as a child who "can read LEVEL 1 text".

While reading the paragraph, if the child stops very often, has difficulty with more than 3 or 4 words and reads like she is reading a string of words not a sentence, then show her the list of words.

If the child reads the paragraph fluently and with ease, then ask her to read the long text. This is also called LEVEL 2 text.

WORDS

Ask the child to read any 5 words from the word list. Let the child choose the words herself. If she does not choose, then point out words to her.

If she can correctly read at least 4 out of the 5 words with ease, then ask her to try to read the Level 1 text again.

If she can correctly and comfortably read words but is still struggling with the Level 1 text, then mark her as a "word" level child.

If she cannot correctly read at least 4 out of the 5 words she chooses, then show her the list of letters.

LEVEL 2 (STD. 2 Text)

Show the child the story. If she can read fluently with ease , then mark her as a child who "can read LEVEL 2 text".

If she is unable to read the long text fluently and stops a lot, mark her as a child who "can read LEVEL 1 text".

LETTERS

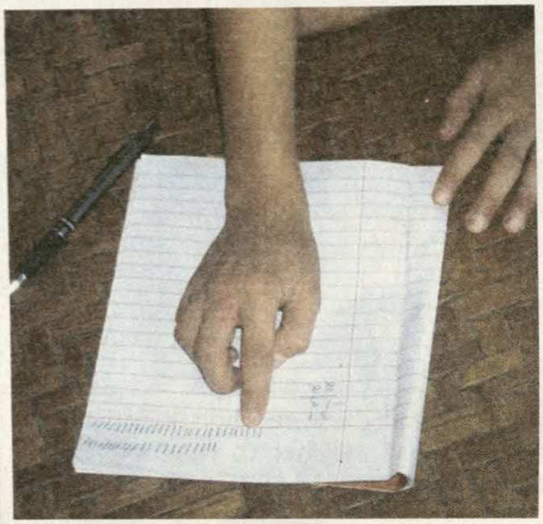
Ask the child to read any 5 letters from the letters list. Let the child choose the letters herself. If she does not choose, then point out letters to her.

If she can correctly recognize at least 4 out of 5 letters with ease, then show her the list of words again.

If she can read 4 out of 5 letters but cannot read words, then mark her as a child who "can read letters".

If she cannot read 4 out of 5 letters correctly, then mark her as a child who "cannot even recognize letters" or as "nothing".

ASER 2007 : Arithmetic Tasks...



All children were assessed using a simple arithmetic tool. The arithmetic test has 3 categories:

- Number recognition 1 to 9 : randomly chosen numbers from 1 to 9
- Number recognition 11 to 99 : randomly chosen numbers from 11 to 99
- Subtraction: 2 digit numerical problems with borrowing
- Division: 3 digit by 1 digit numerical problems.

MATH TEST/गणित SAMPLE(1)

अंक पहचान 1–9		संख्या पहचान 11–99		घटाव		भाग
3	7	65	38	51 − 35	67 − 48	7) 918
1	4	92	23	84 − 49	73 − 36	6) 769
8	9	47	72	46 − 37	31 − 13	8) 983
5	2	56	87	45 −18	43 − 24	4) 513
		29	11			
पाँच पूछें, जिनमें 4 सही होनी चाहिए।		पाँच पूछें, जिनमें 4 सही होनी चाहिए।		दो करो। दोनों ही सही होने चाहिये।		एक करवाओ जो सही होना चाहिए।

Sample: Arithmetic test

Similar tests developed in all languages

How to test arithmetic?

START HERE

SUBTRACTION: 2 DIGIT WITH BORROWING

Show the child the subtraction problems. She can choose, if not you can point.

Ask the child what the numbers are. She should be able to correctly identify the 2 digit numbers and the subtraction symbol.

Now ask her to write and solve the problem. Observe to see if she does it in the correct written numerical form.

Ask her to do a second one.

If she cannot correctly do the subtraction problems, then give her the number recognition (11-100) task.

NUMBER RECOGNITION (11-100)

Point one by one to at least 5 numbers. Child can also choose.

Ask her to identify numbers.

If she can correctly identify at least 4 out of 5 numbers then mark her as a child who can "recognize numbers from 11-100."

If she cannot recognize numbers from 11-99, then give her the number recognition (1-9) task.

NUMBER RECOGNITION (1-9)

Point one by one to at least 5 numbers. Child can also choose.

Ask her to identify numbers.

If she can correctly identify at least 4 out of 5 numbers then mark her as a child who can "recognize numbers from 1-9."

If not, mark her as a child who "cannot recognize numbers" or "nothing".

If she does both the subtraction problems correctly, ask her to do a division problem.

DIVISION 3 digit by 1 digit

Show the child the division problems. She can choose one to try. If not, then you pick one. Ask her to tell you what the problem is and what she has to do.

Ask her to write and solve the problem.

Observe what she does. If she is able to correctly solve the problem, then mark her as a child who can do "division"

If she is unable to do one problem, give her another problem from the sheet.

If she is unable to solve any division problem correctly, mark her as a child who can do "subtraction".

ASER 2007 : English tasks

All children are given reading tasks in their own language (or the language of their choice). All children are also given a set of simple tasks to do in English.[1]

The English test includes reading and simple comprehension activities.

Children were asked to read :

Capital letters

Small letters

Words: These are common 3 letter words, familiar to children from their daily life. After reading the word, the child is asked what the word means. The child can reply in her own language. Words are chosen with care. Not only is the word easy to read in English, it is also a simple and familiar word in the child's own language.

Sentences: These are sentences with common words and simple syntax. Each sentence has no more than 5 words. After reading the sentence, the child is asked the meaning of the sentence in her own language.

The child is marked at the highest level that she can read comfortably. If the child can read a word, then she is asked the meaning of the word. If the child can read sentences, then she is asked the meaning of the sentence.

ENGLISH TEST Sample (1)

Give this test to ALL children.
Record the highest reading level.
For word & sentence meanings, note child's ability to do each.

① A J Q R E Y N O	② h p x u m d g t
Ask the child to read any 5. 4 out of 5 must be correct.	Ask the child to read any 5. 4 out of 5 must be correct.
③ cat red cup lip pig bus	④ What is your name? This is a small bag. I like to read. I have a mother.
Ask the child to read any 5 words. At least 4 must be correct. Ask the child to say the meaning of the words in the local language.	Ask the child to read all sentences. At least 2 must be correct. Ask the child to say the meaning of the sentences in the local leguage.

[1] Children who took the basic reading test in English did not have to do the English as a second language test. Before the survey, all surveyors were tested for the same Basic English Test at the time of training to ensure that they are confident in administering the test.

How to test English?

START HERE

CAPITAL LETTERS

Point one by one to at least 5 alphabets.
Ask her to identify the alphabets.

If she correctly recognizes 4 out of 5 alphabets with ease, then show her the list of small alphabets. If she reads capital alphabets but is struggling with identifying small alphabets, then mark her as a child who can read "capital letters."

If she is unable to recognize 4 out of 5 capital alphabets from the list, then mark her as a child who "cannot even recognize capital alphabets" or as "nothing".

SMALL LETTERS

Point one by one to at least 5 alphabets.

Ask her to identify the alphabets.

If she correctly recognizes 4 out of 5 small letters with ease, then show her the list of words.

If she reads small letters but is struggling with reading words, then mark her as a child who can read "small letters."

SIMPLE WORDS

Point one by one to at least 5 words.

Ask her to read the words.

If she correctly reads 4 out of 5 words, then show her the list of sentences.

If she reads words but is struggling with reading sentences, then mark her as "word" level child.

EASY SENTENCES

Ask her to read the 4 sentences. If she reads at least 2 out of the 4 sentences fluently (does not stop frequently or read like she is reading a string of words), then mark her as "sentence level" child.

Meaning of words and sentences in local language.

Word meanings : If a child reads words, ask her the meaning of the words in her own language. Meaning of words can be the literal meaning or it can be a close associated word. If she correctly says the meaning of at least 4 words, mark her as a child who "can say meanings"; else mark her as a child who "cannot say meanings".

Sentence meanings : If a child reads sentences, ask her the meaning of the sentences in her own language. She should, at least, be able to say the meaning of the underlined words in the sentence. If she can correctly tell the meaning of at least 2 sentences, mark her as a child who "can say meaning"; else mark her as a child who "cannot say meanings".

ASER 2007 : Comprehension tasks

Read and answer orally

In addition to reading, all children are also asked two comprehension questions based on the text that they read.

There are two tasks:

Level 1 text (Std 1 level)

Level 2 text (Std 2 level)

The child is asked to read the text. Then, the surveyor asks the child one question at a time. Both questions require retrieving information directly from the text. The child gives oral answers.

समझो और बताओ (Q.1&2)

बच्चे को कहें किसी एक अनुच्छेद को पढ़े। बच्चे के पढ़ने के बाद आप उससे सवाल पूछें।

अनुच्छेद

मीना पढ़ने जाती है।
राजू भी साथ जाता है।
दोनों शाम को लौटकर आते हैं।
घर आकर खाना खाते हैं।

प्र.1 दोनों कब लौटकर आते हैं?
प्र.2 कौन-कौन पढ़ने जाता है?

समझो और बताओ (Q.3&4)

बच्चे को कहें किसी एक अनुच्छेद को पढ़े। बच्चे के पढ़ने के बाद आप उससे सवाल पूछें।

कहानी

सावन का महीना था। आसमान में बहुत से काले बादल छाये थे। ठंडी- ठंडी हवा चल रही थी। मैंने सोचा, "आज झूला झूलते हैं।" बड़े भैया एक मोटी सी रस्सी लेकर आए। हमने उसे पेड़ से लटका कर झूला बनाया। सब ने मिलकर खूब झूला झूला। बहुत सारे बच्चे आकर मज़े से खेलने लगे। खेलते-खेलते रात हो गई।

प्र.3 बड़े भैया क्या लेकर आए?
प्र.4 हमने झूला कैसे बनाया?

Listen and answer

All children are also asked to solve two subtraction problems. Both the problems are subtraction problems with money. There are two tasks:

The first task is to subtract a multiple of 5 (such as 15, 25, 35 etc.) from Rs. 50.

The second task is to subtract a number that is not a multiple of 5 (such as 17, 28, 39 etc.) from Rs. 50.

MATH TEST / गणित SAMPLE(1)

Word problem (All children to be ask both the questions)

(1) आपके पास 50 रूपये हैं। आपने 35 रूपये के जूते खरीदे। अब आपके पास कितने रूपये बचे हैं?

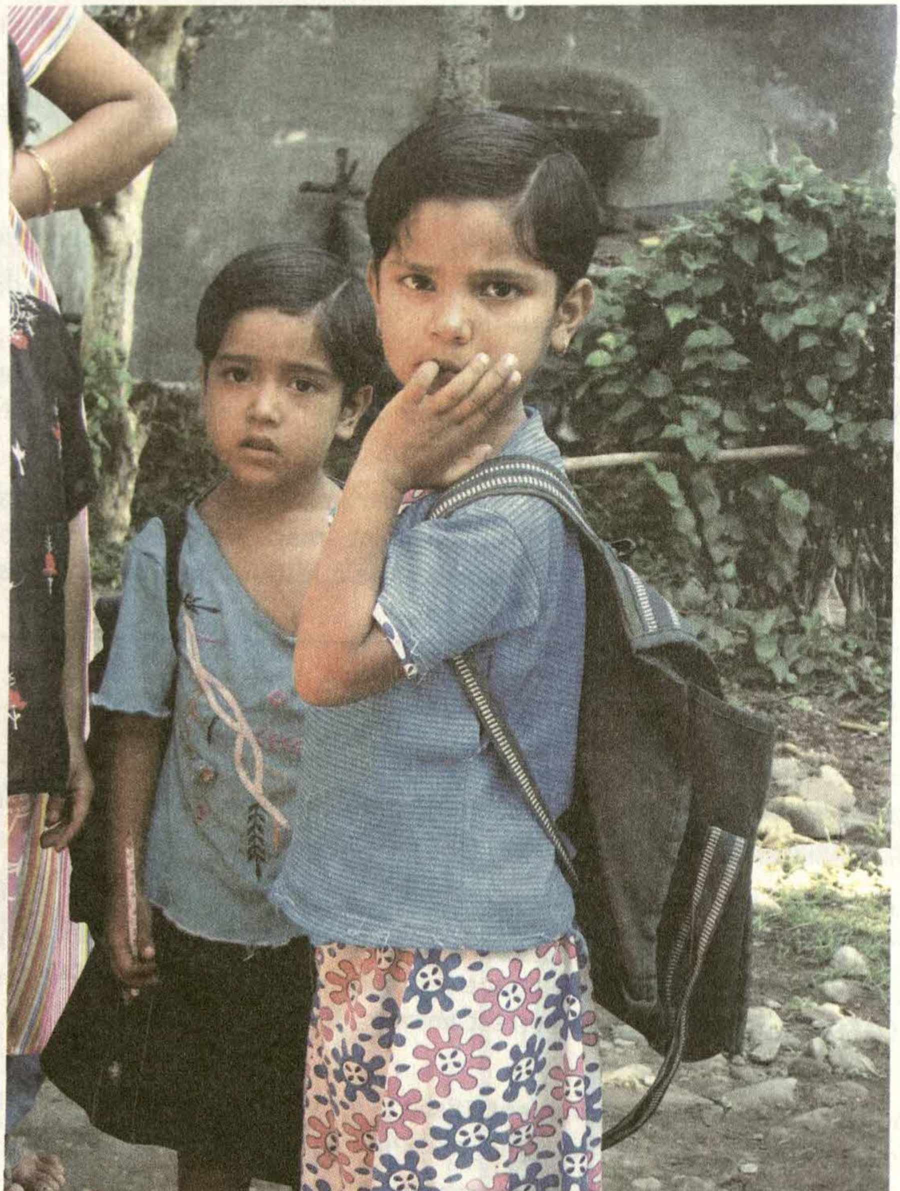
(2) आप के पास 50 रूपये हैं। आपने 28 रूपये की मिठाई खरीदी। अब आपके पास कितने रूपये बचे हैं?

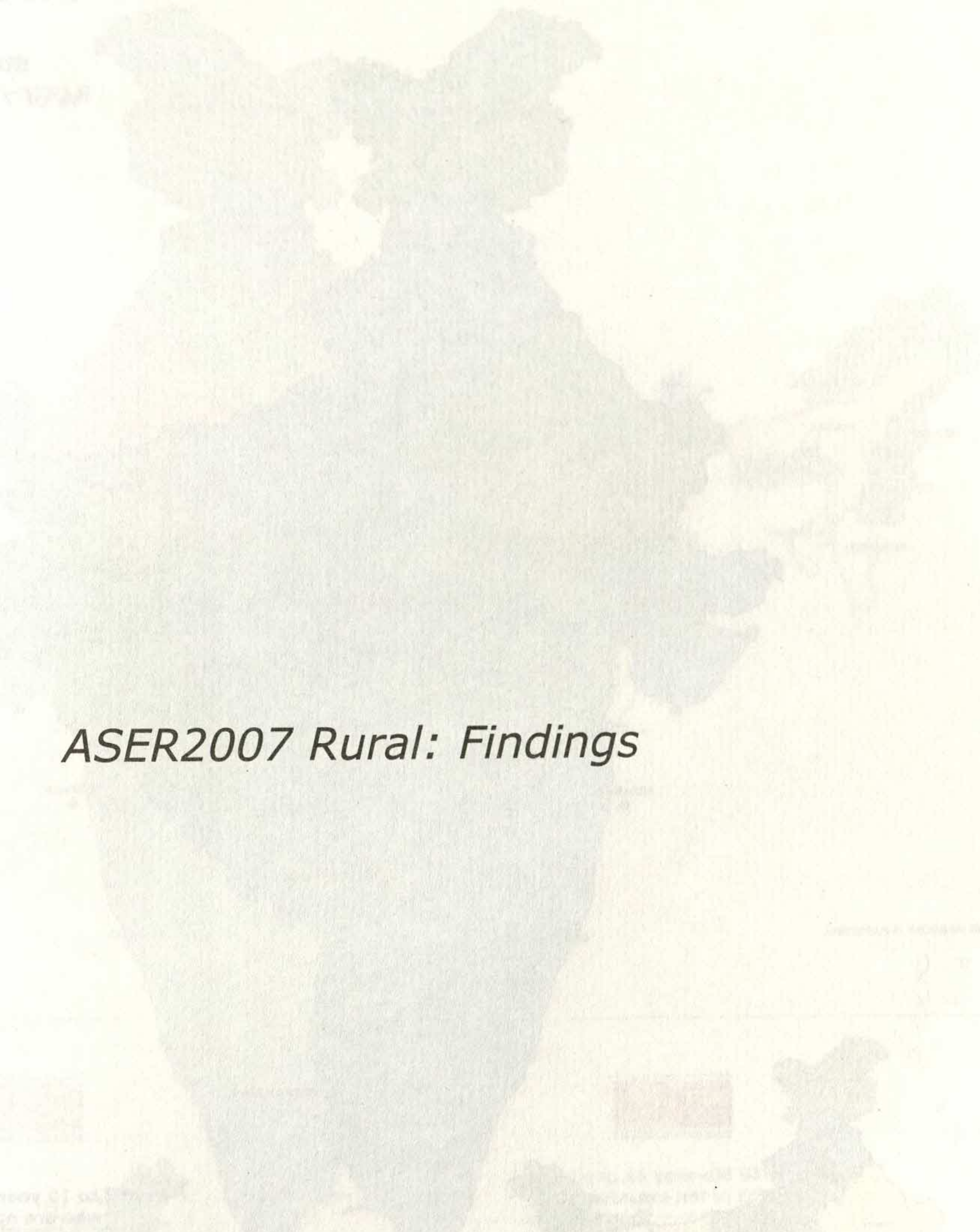
Ask the child if she would want to solve the word problem using a pen and paper, and provide for the same accordingly. The child may answer the questions both orally or in wrting.

How to test comprehension?

Reading and Comprehension
• All children are to be assessed for comprehension. All children must be given both levels of text to read and asked the questions that follow the text. • Give the test paper to the child and say "Read this carefully. There are some questions you have to answer after you finish reading." • Let the child choose the text that she wants to read. Allow the child time to read the passage. • Make sure the child reads the passage herself. • Once the child has finished reading, read the the first question aloud. Ask the child what the answer is. If the child feels the need to read the passage again, allow her to do so. Repeat the same process with the second question. • Once the child finishes reading the short (Level 1) text and answering the questions based on that text, give the child the longer text (Std. 2 level). Ask her to read the text and then one by one read aloud the questions that follow. • In answering the questions, the child may answer in one word, or phrase or sentence. As long, she is able to communicate the main point, mark her as a child who "can" read, understand and answer. If she cannot answer the question, then mark her as a child who "cannot".

Problem Solving : Subtraction with borrowing
• Let the child know that you will tell her a math problem. You will tell her the problem orally but she can solve the problem however she wants. • Give her a piece of paper and pencil in case she wishes to write and solve the problem. She can also solve it orally and give you the answer. Give her time to solve the problem. • Read out the first word problem. Repeat the problem if necessary. Mark her as a child who "can do Q1", if she gives you the correct answer. If not, mark her as a child who "cannot do Q1". • Next, read out the second word problem. If she gives you the correct answer, then mark her as a child who "can do Q2". If not, then mark her as a child "cannot do Q2".





ASER2007 Rural: Findings

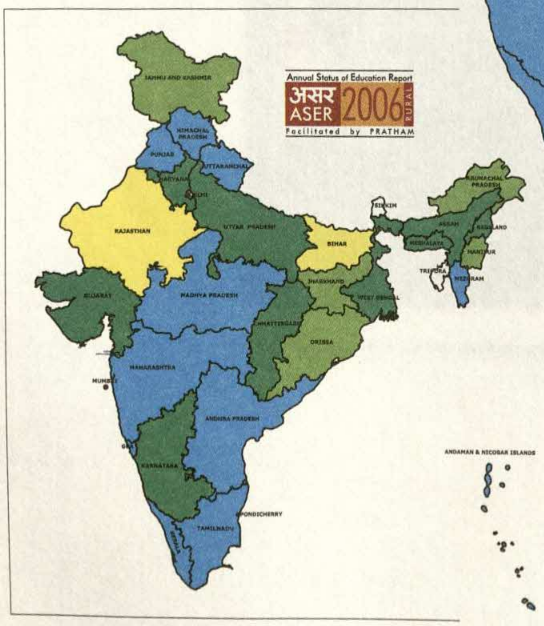
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Out of school 7 to 10 year-old GIRLS

Statewise map showing % of 7 to 10 year-old GIRLS who are not in school





% of 7 to 10 year-old GIRLS who are not in school

Above 20	
15-20	
10-15	
5-10	
3-5	
0-3	

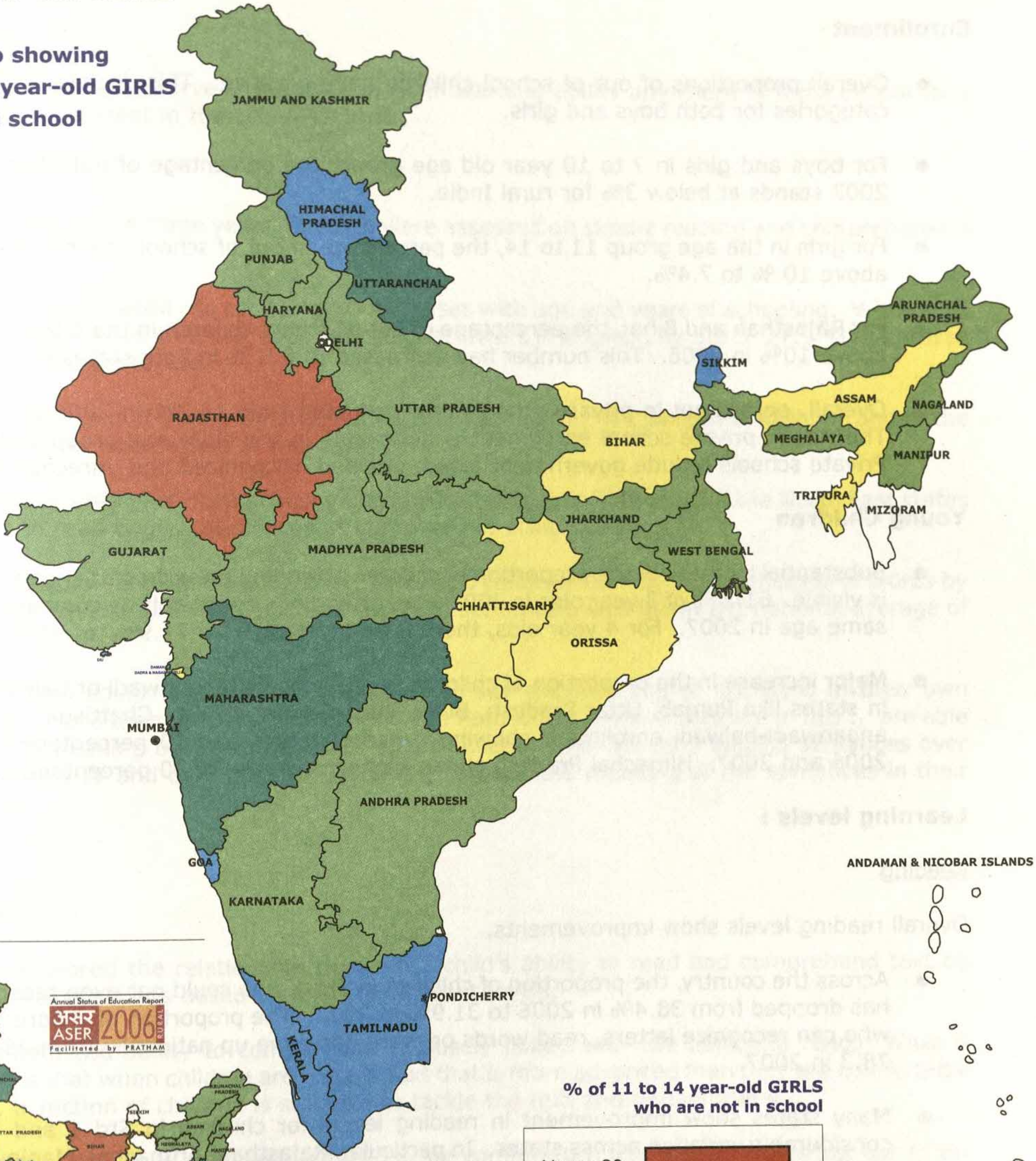
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Out of school
11 to 14 year-old GIRLS

Statewise map showing
% of 11 to 14 year-old GIRLS
who are not in school





% of 11 to 14 year-old GIRLS who are not in school

Above 20	red
15-20	red
10-15	yellow
5-10	light green
3-5	dark green
0-3	blue

Maps may not be accurate or to scale. These are mere representations.

ASER 2007 Findings

Enrollment

- Overall proportions of out of school children have dropped. This decline is visible in all age categories for both boys and girls.
- For boys and girls in 7 to 10 year old age group, the percentage of out of school children in 2007 stands at below 3% for rural India.
- For girls in the age group 11 to 14, the percentage of out of school children has dropped from above 10 % to 7.4%.
- For Rajasthan and Bihar, the percentage of out of school children in the 6 to 14 age group was above 10% in 2006. This number has decreased to 6.5 % in both states in 2007.
- Overall, enrollment in private schools has increased from 18.7% in 2006 to 19.3% in 2007. The rise in private school enrollment is noticeable in the older age group of 11 to 14 years. Private schools include government aided, unaided, recognized and unrecognized schools.

Young Children

- Substantial increase in the proportion of children attending pre-schools (anganwadi or balwadi) is visible. 61.2 % of 3 year olds in 2006 were attending pre-schools as compared to 75.3 of the same age in 2007. For 4 year olds, there is an increase from 71.9% to 81.8%.
- Major increase in the proportion of children in pre-schools (anganwadi or balwadi) can be seen in states like Punjab, Uttar Pradesh, Bihar, West Bengal, Orissa, Chattisgarh and Kerala with anganwadi-balwadi enrollment showing a rise of more than 10 percentage points between 2006 and 2007. Himachal Pradesh shows highest increase of 30 percentage points.

Learning levels :

<u>Reading</u>

Overall reading levels show improvements.

- Across the country, the proportion of children in Std 1 who could not even recognize alphabets has dropped from 38.4% in 2006 to 31.9% in 2007. The proportion of children in Std 1 and 2 who can recognize letters, read words or more has gone up nationally from 73.3% in 2006 to 78.3 in 2007.
- Many states show improvement in reading levels for children in Std 1 and 2 and there is considerable variation across states. In particular, Rajasthan, Arunachal, Manipur, Assam show an improvement of more than 10 percentage points. Increases are also visible in Jammu and Kashmir, Himachal Pradesh, Uttar Pradesh, Bihar, Jharkhand, Madhya Pradesh, Gujarat and Karnataka.
- National figures in 2007 show 58.3 % children in Std 5 can read Std 2 level text. The same figure for 2006 was 53.0 %.
- States in which there are significant improvements in the ability of children in Std 3 to 5 to read Std 1 level text (easy paragraphs) or more are the following: Himachal Pradesh and Andhra Pradesh where the improvements are over 10 percentage points. Improvements are also visible in some states in the North East such as Arunachal, Nagaland and Manipur. More modest improvements can be seen in Tamil Nadu, Madhya Pradesh and Punjab.

Maths

- ASER2007 cannot observe any change in math learning ability anywhere in India except for a modes improvement in Himachal Pradesh.

English

For the first time in the last three years, children were assessed on simple reading and comprehension tasks in English.

- As expected, the ability to read English increases with age and years of schooling. While 60.9 % of children in Std 1 cannot even read capital letters in English, by Std 5 27.9 % of children can read easy sentences.
- High percentages of young children (Std 1 and 2) in states like Jammu & Kashmir and in the North East can read letters or more.
- A higher percentage of older school going children (Std 3 to 5) in most of the North East states are able to read English sentences as compared to other states.
- In Gujrat, where English introduced in Std V, 74% children learn to read alphabets or words by Std IV. But by Std VI 25.8 % children can read sentences, well below the national average of 42.4%.
- Children who could read words were asked to say the meaning of the word in their own language. More than half the children who can read words, even if they are in Std I, are able to say the meaning of the words. Out of the children who can read English sentences over 70% in Std I-IV and over 80% in Std V-VIII can say the meaning of the sentences in their language.

Comprehension

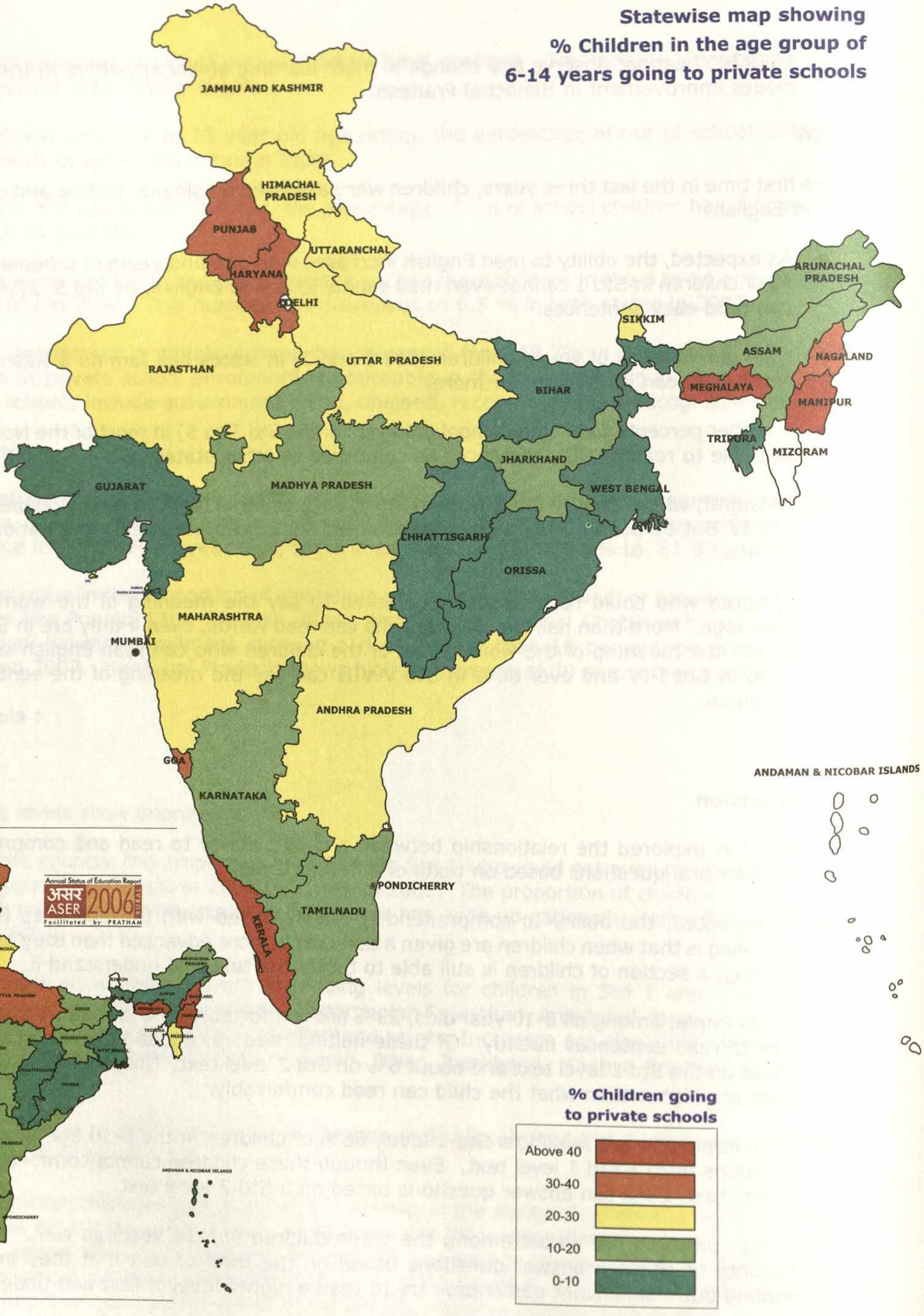
ASER 2007 has explored the relationship between a child's ability to read and comprehend text by asking children oral questions based on texts of different levels.

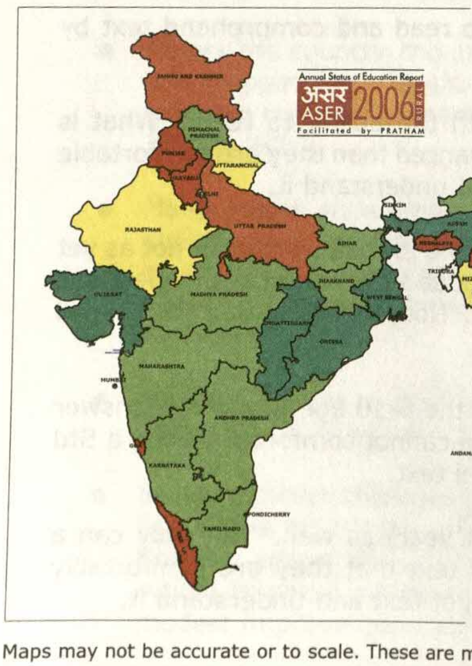
- As expected, the ability to comprehend is closely linked with the ability to read. What is revealing is that when children are given a text that is more advanced than they are comfortable reading, a section of children is still able to tackle the text and understand it.
- For example, among all 6-10 year olds, 23% are comfortably able to read words but not as yet able to read sentences fluently. Of these halting readers, about 11% can answer questions based on the Std 1 level text and about 6% on Std 2 level text. Note that the Std 1 and 2 level texts are higher than what the child can read comfortably.
- Of children who are reading a Std 1 level, 66% of children in the 6-10 age group can answer questions from a Std 1 level text. Even though these children cannot comfortably read a Std 2 level text, 23% can answer questions based on a Std 2 level text.
- Similar patterns are visible among the older children (11-14 year) as well. Not only can a majority of children answer questions based on the level of text that they are comfortably reading but a significant percentage try to read a higher level of text and understand it.

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Private schooling

Statewise map showing % Children in the age group of 6-14 years going to private schools



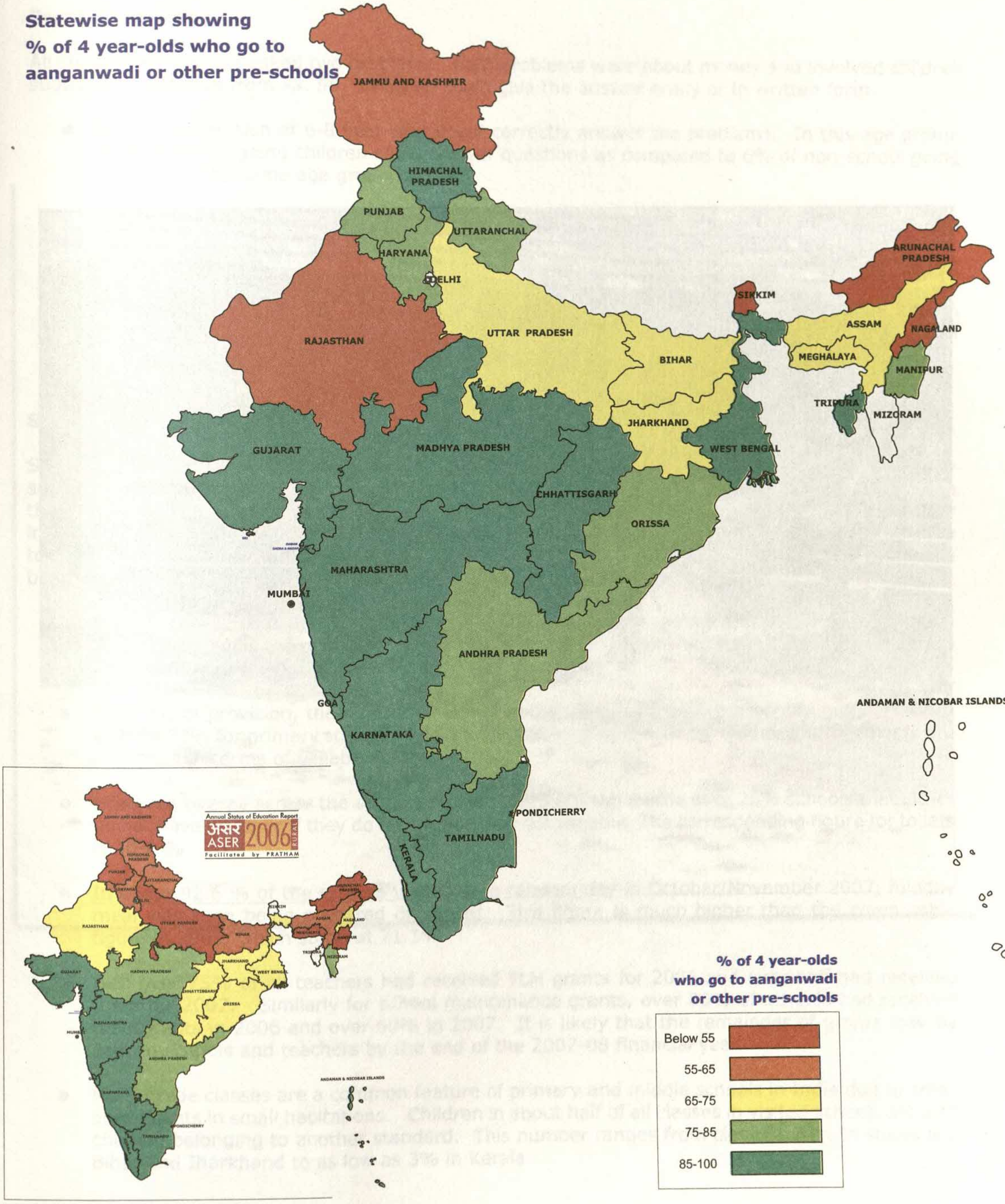


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Age 4 Years Aanganwadi

Statewise map showing % of 4 year-olds who go to aanganwadi or other pre-schools





Problem solving

All children were orally asked two problems. Both problems were about money and involved children subtracting numbers from Rs. 50. Children could give the answer orally or in written form.

- A small proportion of 6-8 year-olds could correctly answer the problems. In this age group, 18% of school going children could answer questions as compared to 6% of non-school going children of the same age group.
- The ability to solve these problems is higher with older children: 50% of 9-10 year old children can solve both problems and almost 74% children in the 11-14 age group can do the same. These numbers are much lower for children who are out of school but in the same age groups.
- For older children (age 11-14), of those who can correctly solve written numerical subtraction problems, about 66% can solve the word problems. Of children who can solve written division problems, close to 94% can solve the word problems.

School observations:

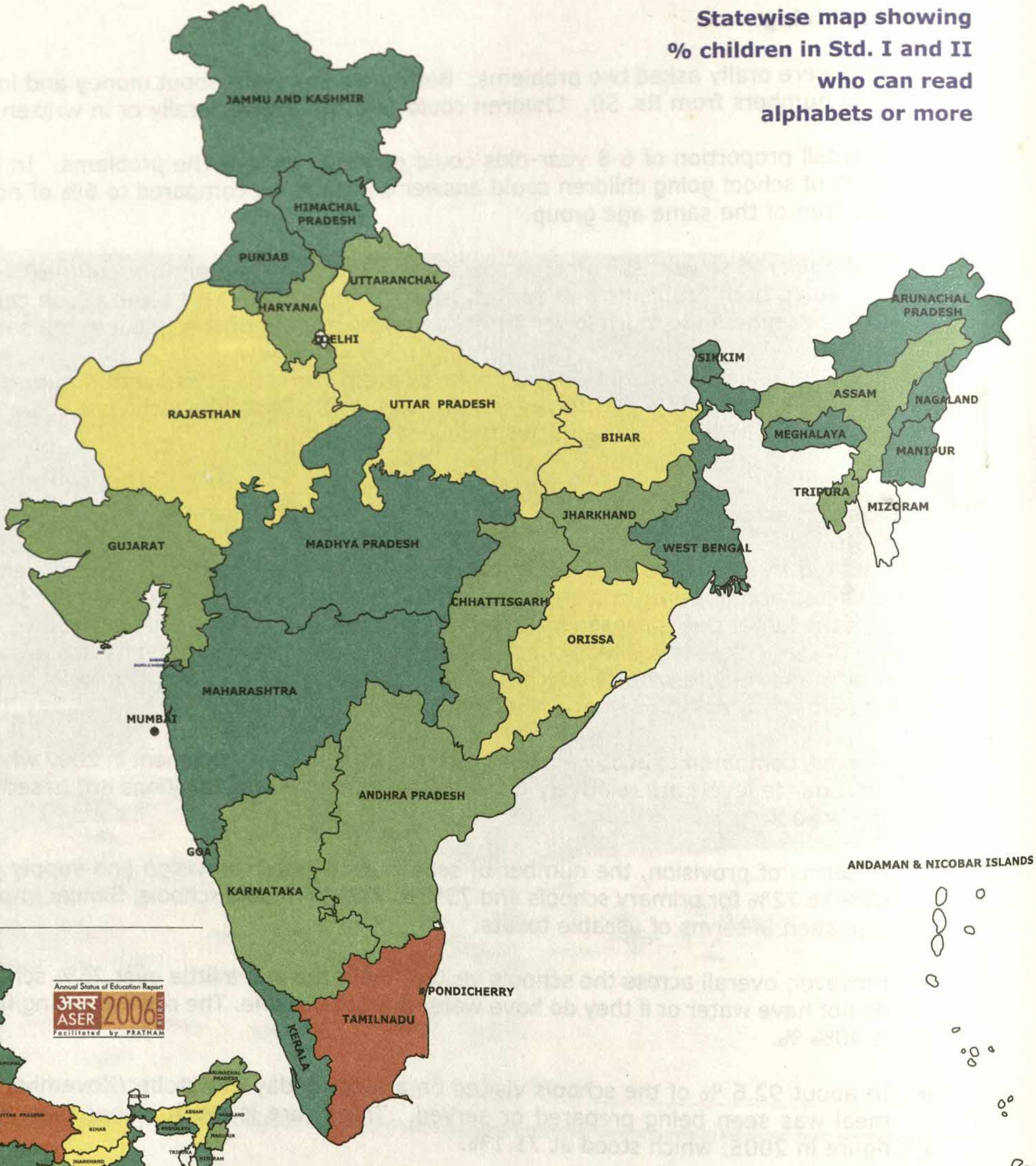
Schools visited in ASER 2007 are schools located in the sampled village. One government primary school is visited and observations are made. If there is more than one government primary school in the village, the larger one is chosen for observation. Similar visits were done in ASER 2005. Given our interest in primary classes, visited schools could be one of two types: primary schools with classes up to Std 4 or 5 and middle schools which had classes from Std 1 to Std 8. Typically school visits have been done either on a Saturday or a Monday.

- Overall, compared to 2005, teacher's attendance shows improvement in 2007 whereas children's attendance levels are relatively unchanged. Both figure observations are based on one visit to the school.
- In terms of provision, the number of schools with water provision and supply has risen from 67% to 72% for primary schools and 73% to 77% in middle schools. Similar improvements are also seen in terms of useable toilets.
- However, overall across the schools visited, there are still a little over 25% schools that either do not have water or if they do have water it is not useable. The corresponding figure for toilets is 40% %.
- In about 92.6 % of the schools visited on a random day in October/November 2007, midday meal was seen being prepared or served. This figure is much higher than the comparable figure in 2005, which stood at 71.1%.
- Well over 75% of all teachers had received TLM grants for 2006 and over half had received them for 2007. Similarly for school maintenance grants, over 80% of schools had received their grants in 2006 and over 60% in 2007. It is likely that the remainder of grants may be sent to schools and teachers by the end of the 2007-08 financial year.
- Multi-grade classes are a common feature of primary and middle schools in India due to small enrollments in small habitations. Children in about half of all classes in visited schools sat with children belonging to another standard. This number ranges from close to 70% in states like Bihar and Jharkhand to as low as 3% in Kerala.

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Age I and II Reading

Statewise map showing % children in Std. I and II who can read alphabets or more





% Children in Std. I and II who can read alphabets or more

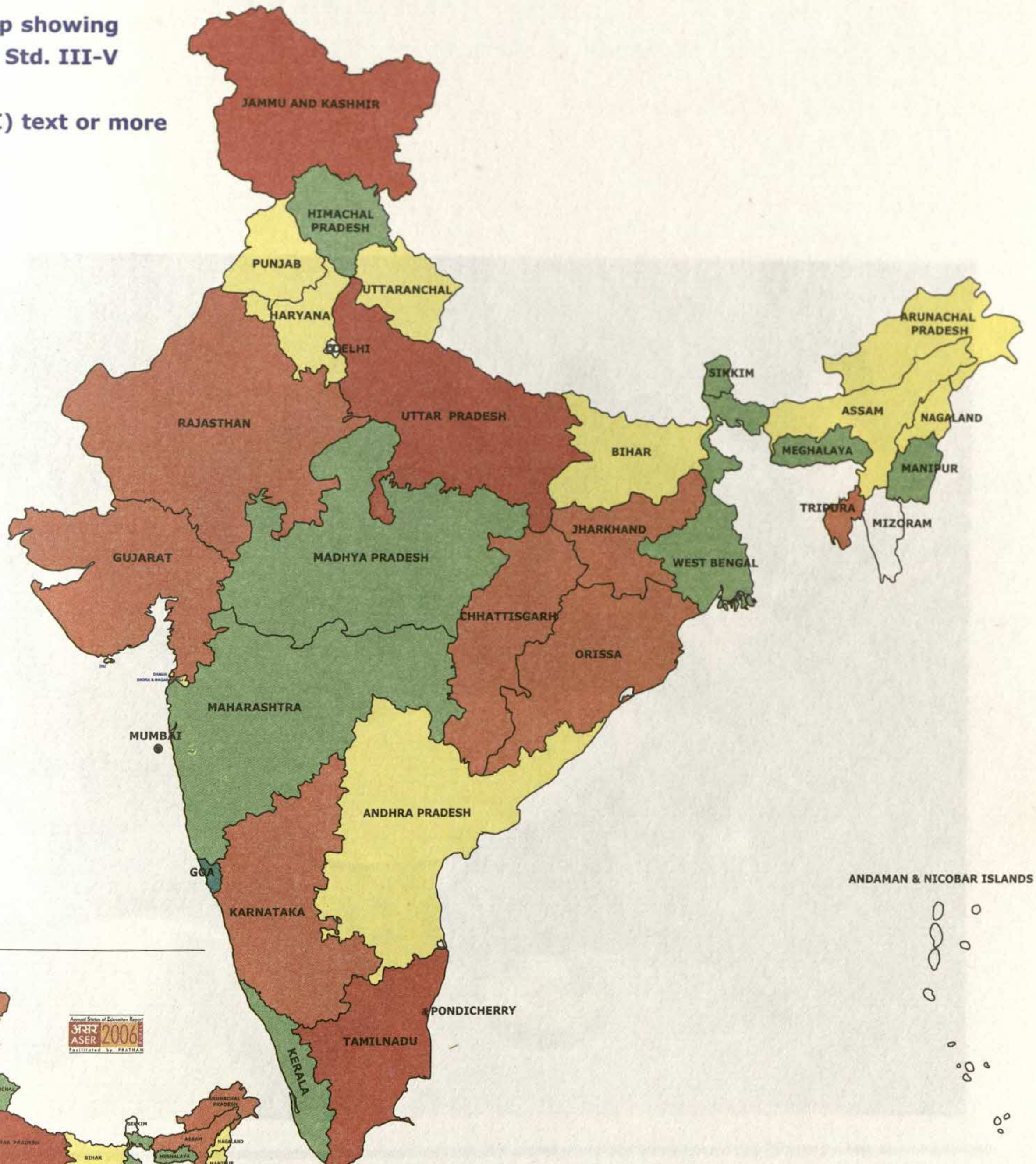
Below 55	
55-65	
65-75	
75-85	
85-100	

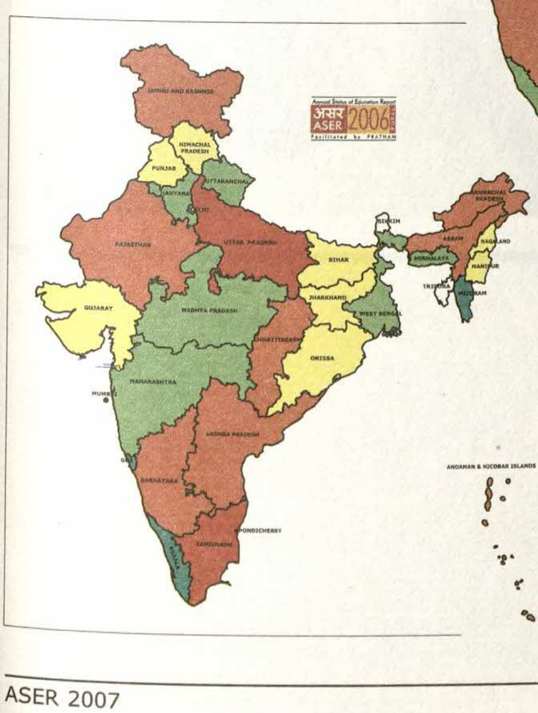
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Age III-V Reading

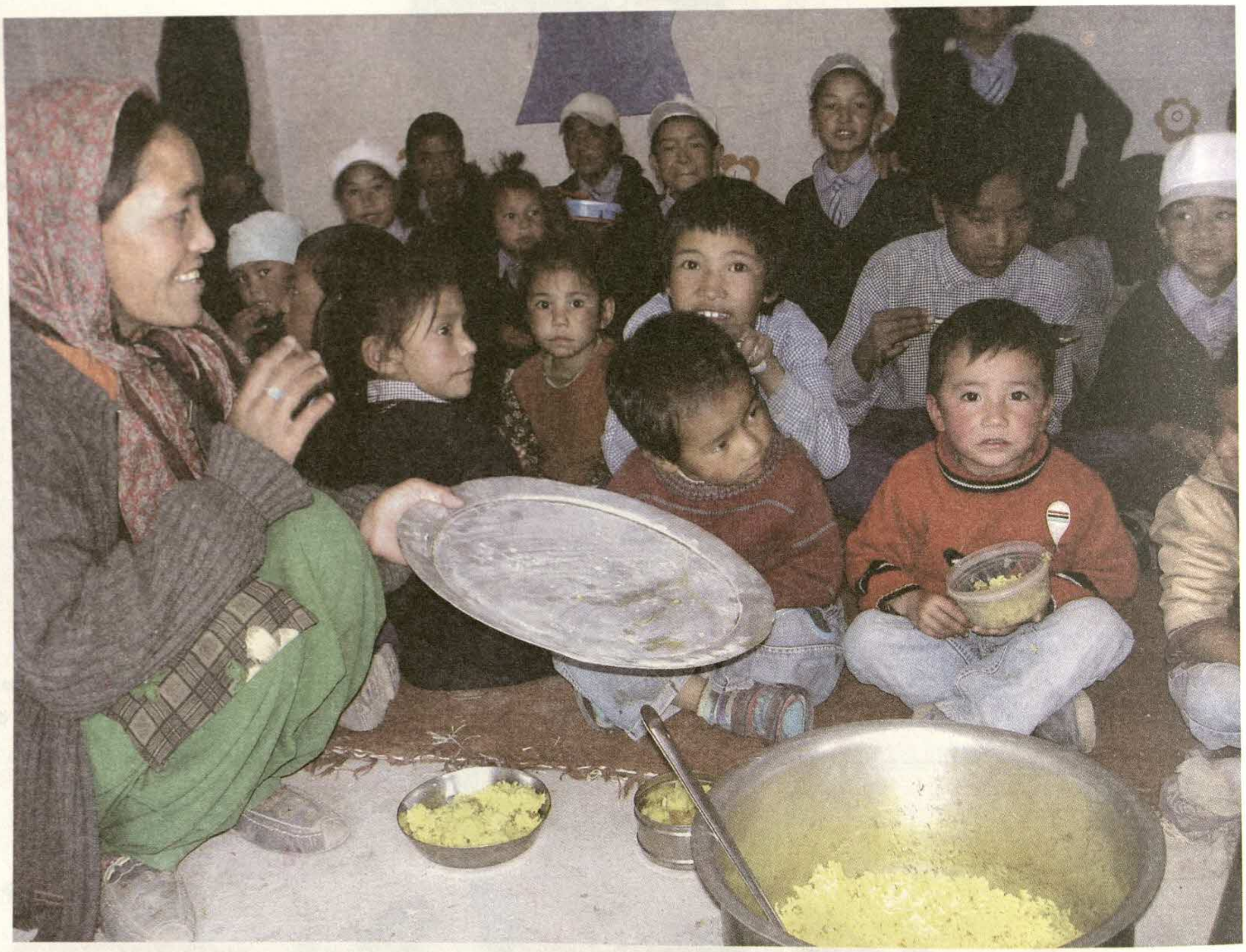
Statewise map showing
% children in Std. III-V
who can read
Level I (Std. I) text or more





% children in Std. III-V
who can read
Level I (Std. I) text or more

Below 55	
55-65	
65-75	
75-85	
85-100	



The National picture



INDIA RURAL

All analysis based on data from 567 out of 584 districts

Enrollment

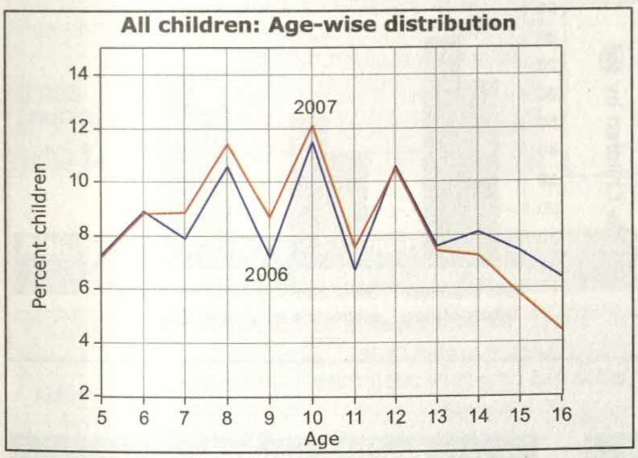
School enrollment and out of school children 2006 vs. 2007

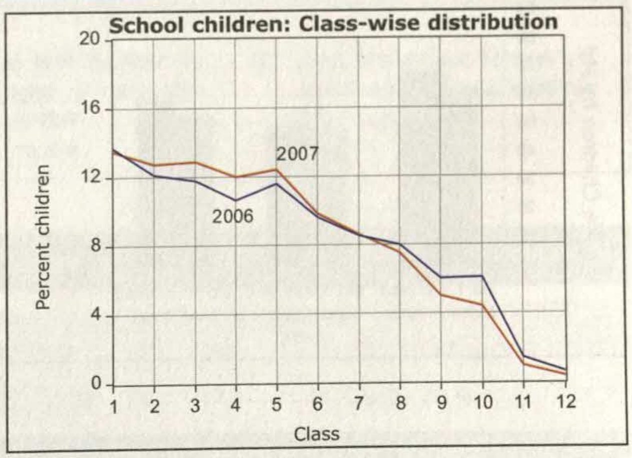
	2006: % Children in each age group in different types of schools			2006: % Out of school		2007: % Children in each age group in different types of schools			2007: % Out of school	
	Govt.	Pvt.	Other (Madarsa + EGS)	Not in School	Total	Govt.	Pvt.	Other (Madarsa + EGS)	Not in School	Total
Age: 6 -14 ALL	73.4	18.7	1.3	6.6	100	75.3	19.3	1.2	4.2	100
Age: 7-16 ALL	71.4	18.4	1.2	9.0	100	72.8	19.9	1.1	6.2	100
Age: 7- 10 ALL	75.3	18.6	1.5	4.7	100	78.7	17.5	1.2	2.6	100
Age: 7-10 BOYS	74.3	20.2	1.4	4.1	100	77.4	19.1	1.2	2.4	100
Age: 7-10 GIRLS	76.4	16.7	1.6	5.4	100	80.4	15.5	1.3	2.8	100
Age: 11-14 ALL	71.7	18.5	1.0	8.9	100	70.9	21.5	1.0	6.6	100
Age: 11-14 BOYS	71.7	19.7	0.9	7.7	100	70.3	22.8	1.0	6.0	100
Age: 11-14 GIRLS	71.8	17.0	1.0	10.3	100	71.6	20.0	1.1	7.4	100
Age: 15-16 ALL	60.2	17.9	0.7	21.2	100	55.1	24.6	0.9	19.4	100
Age: 15-16 BOYS	61.1	18.1	0.6	20.2	100	55.6	25.2	0.9	18.3	100
Age: 15-16 GIRLS	59.0	17.7	0.8	22.6	100	54.3	23.9	1.0	20.8	100

Note: "Not in school" includes children who have never gone to school or have dropped out.

Age and Class

Age-wise and class-wise distribution of children in sample





Young Children

In pre-school (Balwadi/Anganwadi) or in school 2006 vs. 2007

% Children in pre-school or school	2006: In balwadi or anganwadi	2006: In School: Govt.	2006: In School: Pvt.	2006: In School: Other School	2006: Not going anywhere	2006: Total	2007: In balwadi or anganwadi	2007: In School: Govt.	2007: In School: Pvt.	2007: In School: Other School	2007: Not going anywhere	2007: Total
Age: 3 ALL	61.2				38.8	100	75.3				24.7	100
Age: 4 ALL	71.9				28.1	100	81.8				18.2	100
Age: 5 ALL	38.4	32.8	12.7	1.2	15.0	100	30.2	44.7	16.5	1.3	7.4	100
Age: 6 ALL	3.4	68.7	19.7	1.9	6.3	100	4.9	71.2	18.9	1.5	3.6	100

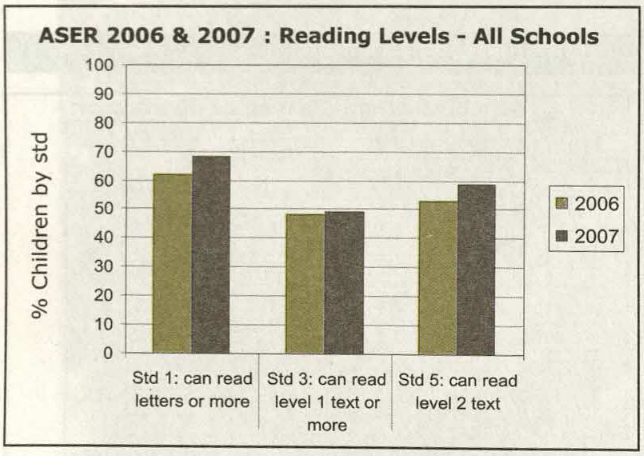
Learning Level

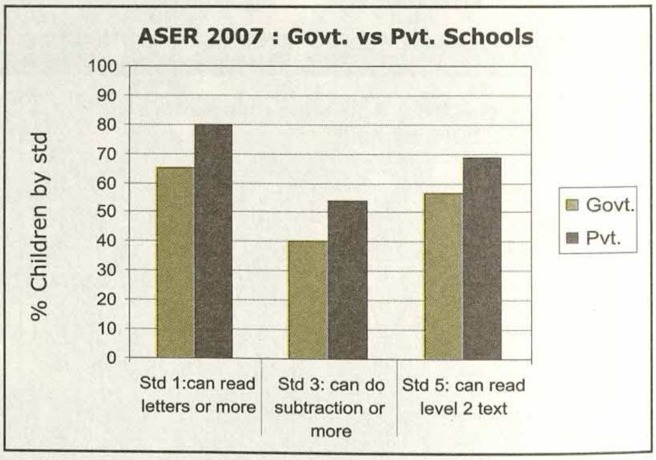
Reading level: % Children who can read						
Std.	Nothing	Letter	Word	Level 1 (Std 1) Text	Level 2 (Std 2 text)	Total
I	31.8	44.2	17.0	3.9	3.0	100
II	11.2	31.6	34.4	13.8	9.0	100
III	5.3	16.8	29.0	27.4	21.6	100
IV	2.9	8.9	18.1	27.6	42.5	100
V	1.9	5.3	11.9	22.2	58.7	100
VI	1.2	3.0	6.9	17.2	71.7	100
VII	1.0	2.1	4.2	12.9	79.7	100
VIII	0.7	1.4	2.7	8.6	86.6	100
Total	8.0	16.1	17.1	17.2	41.6	100

Arithmetic level: % Children who can						
Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	10-99			
I	31.7	42.9	20.1	3.9	1.5	100
II	11.7	31.8	38.7	14.2	3.7	100
III	5.6	18.4	33.7	31.1	11.2	100
IV	3.3	10.4	24.1	34.7	27.6	100
V	2.1	6.5	17.1	31.9	42.4	100
VI	1.5	3.8	12.8	27.8	54.2	100
VII	1.2	2.8	9.9	23.4	62.8	100
VIII	0.9	1.8	7.4	18.3	71.6	100
Total	8.2	16.7	22.0	23.1	30.1	100

Only subtraction and division data comparable with previous ASER.

Comparisons





English reading level: % Children who						
Std.	Cannot read capital letters	Can read capital letters	Can read small letters	Can read simple words	Can read easy sentences	Total
I	60.9	22.9	9.4	4.6	2.2	100
II	38.5	30.3	17.4	9.6	4.2	100
III	23.2	26.3	23.4	19.3	7.8	100
IV	14.1	19.7	21.9	28.1	16.2	100
V	8.2	13.9	18.6	31.4	27.9	100
VI	4.8	9.0	13.8	30.1	42.4	100
VII	3.6	6.3	10.2	26.3	53.7	100
VIII	2.4	4.0	7.3	20.3	65.9	100
Total	21.9	18.0	15.9	20.6	23.6	100

English comprehension		
Std.	Of those who can read words, % who can tell meaning of the words	Of those who can read sentences, % who can tell meaning of sentences
I	50.2	70.0
II	53.7	73.0
III	54.6	76.8
IV	59.9	74.1
V	62.0	78.2
VI	65.3	81.7
VII	66.5	82.7
VIII	67.1	86.1
Total	61.2	81.1

Comprehension & Problem solving

Ability of children by reading level to read and answer orally

Children in age group : 6 to 10

Reading level	% Children in specific reading level	% at each level who can orally answer questions	
		based on Std 1 level text only	based on Std 2 level text
Word	23.3	11.1	6.1
Std 1 level text	19.3	66.0	23.8
Std 2 level text	26.0	91.0	82.4

Children in age group : 11 to 14

Reading level	% Children in specific reading level	% at each level who can orally answer questions	
		based on Std 1 level text only	based on Std 2 level text
Word	7.3	22.0	13.8
Std 1 level text	15.9	72.9	35.3
Std 2 level text	71.7	95.2	90.3

Ability of children by age to listen to a subtraction problem and answer

In-school children

Age group	% Children who can solve		
	None	Simple problem only	Both problems
6 to 8	74.5	6.5	18.1
9 to 10	39.6	9.1	49.8
11 to 14	17.9	7.2	73.6

Children not in-school

Age group	% Children who can solve		
	None	Simple problem only	Both problems
6 to 8	90	3.0	6.3
9 to 10	74.8	5.8	18.8
11 to 14	55.2	7.8	35.6

मीना पढ़ने जाती है।
राजू भी साथ जाता है।
दोनों शाम को लौटकर आते हैं।
घर आकर खाना खाते हैं।

प्र.1 दोनों कब लौटकर आते हैं?
प्र.2 कौन-कौन पढ़ने जाता है?

सावन का महीना था। आसमान में बहुत से काले बादल छाये थे। ठंडी- ठंडी हवा चल रही थी। मैंने सोचा, "आज झूला झूलते हैं।" बड़े भैया एक मोटी सी रस्सी लेकर आए। हमने उसे पेड़ से लटका कर झूला बनाया। सब ने मिलकर खूब झूला झूला। बहुत सारे बच्चे आकर मज़े से खेलने लगे। खेलते-खेलते रात हो गई।

प्र.3 बड़े भैया क्या लेकर आए?
प्र.4 हमने झूला कैसे बनाया?

(1) आपके पास 50 रूपये हैं। आपने 35 रूपये के जूते खरीदे। अब आपके पास कितने रूपये बचे हैं?

(2) आपके पास 50 रूपये हैं। आपने 23 रूपये के फल खरीदे। अब आपके पास कितने रूपये बचे हैं?

Ability of children by arithmetic level to listen to a subtraction problem and answer

Children in age group : 6 to 10

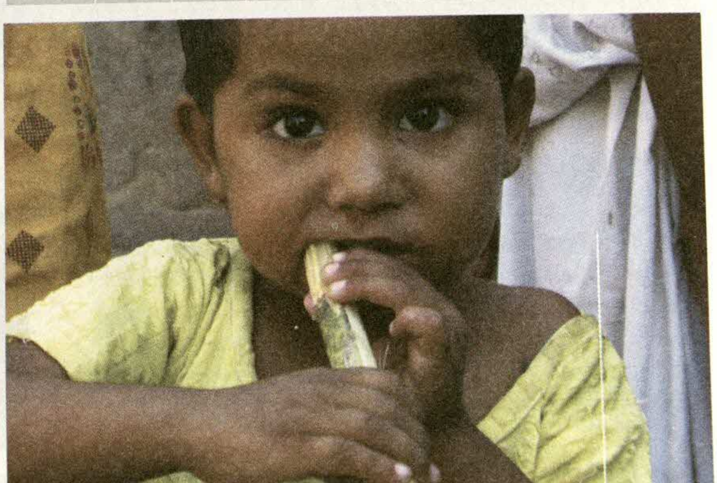
Arithmetic level	% Children in specific arithmetic level	% Children in specific arithmetic level who can solve		
		None	Simple problem only	Both problems
Number recognition 10-99	28.1	77.2	8.2	13.3
Subtraction	23.2	31.6	15.7	50.8
Division	16.4	6.7	4.6	87.9

Children in age group : 11 to 14

Arithmetic level	% Children in specific arithmetic level	% Children in specific arithmetic level who can solve		
		None	Simple problem only	Both problems
Number recognition 10-99	12.8	55.3	12.2	30.2
Subtraction	25.9	19.0	13.3	65.8
Division	55.2	2.7	3.4	93.2

School going children attending tuition class

Std.	I	II	III	IV	V	VI	VII	VIII
	% Children							
Govt. school	12.0	15.7	19.1	21.3	23.3	23.4	24.3	26.1
Pvt. school	19.5	23.0	25.0	25.9	26.2	24.1	25.0	24.8



School Observations: Schools visited - Primary (Std 1-4/5): 8715; Primary+Upper-primary (Std 1-8): 4577

Teacher attendance	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
% teachers attending (average)	81.2	78.8	91.0	87.4
% schools with no teacher present	4.2	3.2	0.2	0.2
% schools with all teachers present	57.7	38.1	73.7	53.5

Children's attendance	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
% enrolled children attending (average)	73.5	75.0	73.4	75.5
% schools with less than 50% enrolled children attending	12.6	10.9	12.2	11.9
% schools with 75% and more enrolled children attending	55.3	60.1	60.1	67.9

Pupil teacher ratio (median)	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
Based on children enrolled & teachers appointed	39.5	37.2	39.0	35.0
Based on children & teachers present	34.1	33.9	31.0	30.0

School grants and teacher grants	2006		2007*	
	Std. 2	Std. 4	Std. 2	Std. 4
	% Schools			
Teacher received TLM grant	81.5	78.4	58.0	57.3
School received school maintenance grant	83.1		62.5	

Water/toilet and midday meal	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
	% Schools			
Schools with no water provision	21.4	16.5	18.9	15.0
Schools with water provision but water not available	11.9	10.8	9.2	7.8
Schools with water provision and water available	66.7	72.7	71.9	77.2
Schools with no toilet provision	39.2	22.7	26.4	16.6
Schools with toilet provision but not being used	18.0	21.5	18.4	16.9
Schools with toilet provision and use	42.8	55.8	55.2	66.5
Schools with midday meal being served on that day	71.1	74.9	92.6	91.5

Note: ASER 2007 survey was carried out in October and November 2007. One govt. school with primary grades was visited in the sampled village. If there was more than one govt. school with primary grades, then the school with the highest enrollment was visited. Hence the schools visited in the survey do not represent a random sample from the district. The school visits were generally done either on a Saturday or a Monday.

Multigrade classes	2007	
	Std. 1-4/5	Std. 1-8
Schools in which...	% Schools	
Std II class sits with another class	54.7	51.3
Std IV class sits with another class	48.2	42.7

Note: One Std II class and one Std IV class was observed during the school visit. Children's sitting arrangement was observed. Surveyors also observed whether most (75%) of children had textbooks, notebook and pen or pencil.

Please note that while 2005 data was collected during ASER 2005, 2006 data reported in the Grants table was collected in ASER 2007 by asking for last year's grant information to the respondent.



*Grants for 2007 may be lower than 2006 since the survey was conducted in the middle of the year.

Performance of states : 2007

	Pre- school	Out of school	Private school	Std 1-2 : Learning levels			Std 3-5 : Learning levels		
STATE	% Children (Age 3-4) in **Anganwadi** or **other pre-school**	% Children (Age 6-14) **Out of school**	% Children (Age 6-14) in **Private school**	% Children (Std 1-2) who **CAN READ** letters, words or more in **OWN LANGUAGE**	% Children (Std 1-2) who **CAN RECOGNIZE NUMBERS** (1-9) or more	% Children (Std 1-2) who **CAN READ** letters or more in **ENGLISH**	% Children (Std 3-5) who **CAN READ** Level 1 (Std 1) text or more in **OWN LANGUAGE**	% Children (Std 3-5) who **CAN SUBTRACT** or do more	% Children (Std 3-5) who **CAN READ** sentences in **ENGLISH**
Jammu & Kashmir	63.9	3.6	29.7	92.1	93.7	91.2	51.8	67.0	29.8
Himachal Pradesh	91.4	1.0	22.6	92.1	93.6	82.4	84.7	80.0	44.2
Punjab	73.2	2.9	31.8	87.2	84.5	74.3	71.4	68.9	31.1
Uttarakhand	76.2	2.2	25.0	79.2	79.4	65.6	71.7	65.1	28.9
Haryana	77.1	3.6	36.0	77.5	78.6	64.9	72.2	70.9	33.9
Rajasthan	60.5	6.5	26.7	69.6	70.9	47.9	57.9	51.1	12.6
Uttar Pradesh	65.6	3.9	29.1	67.2	65.7	44.3	52.2	42.8	11.1
Bihar	67.7	6.5	7.4	74.7	72.1	53.0	68.8	69.8	25.5
Sikkim	45.0	1.8	27.2	91.1	99.3	98.6	82.4	87.3	83.8
Arunachal Pradesh	48.8	5.6	12.7	93.7	94.3	93.6	68.2	77.5	61.3
Nagaland	48.8	3.3	37.0	98.0	98.3		71.7	74.4	
Manipur	79.5	4.5	57.3	97.1	97.9	94.3	77.5	85.1	58.5
Tripura	76.1	5.9	8.5	84.2	81.6	69.7	59.7	55.8	20.8
Meghalaya	67.4	7.5	40.3	96.7	96.7	88.9	82.2	84.2	56.3
Assam	71.1	6.9	11.5	82.0	83.1	31.0	65.9	58.7	14.0
West Bengal	85.0	4.8	4.3	87.9	89.1	59.8	76.9	75.8	22.3
Jharkhand	71.5	5.0	10.3	76.9	75.1	52.3	64.1	58.9	16.6
Orissa	76.3	8.0	3.3	73.6	70.3	39.1	63.6	52.1	20.6
Chhattisgarh	85.8	4.6	8.5	78.9	79.6	42.3	59.6	48.9	6.4
Madhya Pradesh	92.4	2.2	13.2	93.0	92.4	60.5	83.0	77.7	13.0
Gujarat	82.1	3.7	5.8	81.7	83.9	26.9	64.6	56.0	6.5
Daman & Diu	95.5	1.6	23.1	88.4	92.2	53.5	67.9	61.5	30.5
Dadra & Nagar Haveli	91.5	4.5	6.7	88.8	89.2	19.1	72.0	54.1	8.8
Maharashtra	93.3	1.8	25.8	92.1	93.0	40.0	85.0	67.4	15.2
Andhra Pradesh	78.8	4.3	29.3	81.3	85.6	56.2	74.7	64.3	21.9
Karnataka	91.8	3.5	11.6	83.5	82.1	41.0	57.2	44.5	7.4
Goa	92.8	0.5	37.1	96.1	93.2	79.9	86.2	85.7	55.3
Kerala	92.6	0.4	55.2	96.7	96.1	81.6	82.2	71.9	44.0
Tamilnadu	86.1	1.2	15.5	60.3	66.6	53.4	49.2	43.0	10.8
Pondicherry	95.8	1.1	20.6	74.4	66.9	69.3	44.4	41.4	20.5
All India	**78.8**	**4.2**	**19.3**	**78.3**	**78.2**	**50.1**	**66.4**	**59.4**	**17.2**

ASER 2007 : Sikkim data available for only 1 district. Nagaland data for 10 out of 11 districts. Tripura 3 out of 4 districts. Meghalaya 6 out of 7 districts. Mizoram and Andaman Nicobar not covered in 2007. Nagaland children were tested in English so English as a second language data is not reported.

Private schools include government aided, unaided, recognized and unrecognized schools.

Performance of states : 2006

STATE	Anganwadi or Balwadi: % Children (Age 3-4) in **Anganwadi or pre-school**	Out of school: % Children (Age: 6-14) **Out of School**	Private school: % Children (Age: 6-14) in **Private school**	Std 1-2 : Learning levels: % Children (Std 1-2) who **CAN READ** letters, words or more in **OWN LANGUAGE**	Std 3-5 : Learning levels: % Children (Std 3-5) who **CAN READ** Level 1 (Std 1) text or more in **OWN LANGUAGE**	Std 3-5 : Learning levels: % Children (Std 3-5) who **CAN DO SUBTRACTION** or more
Jammu & Kashmir	59.3	4.7	32.0	87.8	58.1	74.1
Himachal Pradesh	61.2	1.3	19.0	86.0	74.1	72.1
Punjab	61.8	3.2	41.5	84.1	66.3	65.2
Uttarakhand	67.6	2.4	21.0	87.4	75.9	74.9
Haryana	73.6	4.9	43.1	78.2	79.6	78.1
Rajasthan	65.9	10.8	25.2	54.4	63.0	63.0
Uttar Pradesh	48.1	6.0	30.3	58.5	51.4	47.1
Bihar	52.1	12.8	11.5	70.1	70.6	72.4
Arunachal Pradesh	60.0	7.6	15.7	75.6	58.7	72.8
Nagaland	65.6	5.0	48.7	96.9	65.5	73.5
Manipur	73.5	5.6	58.7	83.8	66.0	83.3
Tripura	67.8	5.2	5.3	95.5	73.3	75.1
Meghalaya	71.8	6.8	42.8	95.5	85.0	85.6
Assam	75.4	4.4	9.6	68.5	67.1	69.5
West Bengal	72.9	7.8	3.5	90.6	81.8	82.9
Jharkhand	67.2	8.9	11.3	71.8	68.9	70.5
Orissa	62.0	9.1	4.3	72.6	67.9	63.1
Chhattisgarh	71.1	7.3	8.5	77.3	60.8	56.6
Madhya Pradesh	76.9	3.8	11.5	87.6	79.2	81.4
Gujarat	84.6	5.6	5.1	78.5	66.5	62.7
Daman & Diu	95.1	1.0	23.2	91.5	79.6	74.2
Dadra & Nagar Haveli	67.1	6.3	17.2	85.7	66.4	59.1
Maharashtra	90.5	3.8	18.3	87.6	79.6	70.4
Andhra Pradesh	83.5	4.2	18.5	87.1	59.7	71.6
Karnataka	85.3	4.9	16.0	78.4	56.1	45.9
Goa	91.3	1.6	43.0	96.6	86.8	83.0
Kerala	81.8	0.4	46.8	98.6	85.4	82.7
Tamilnadu	89.7	2.1	19.5	63.1	46.4	53.0
Pondicherry	97.3	0.3	26.2	68.8	43.4	47.6
Mizoram	76.0	3.7	23.2	88.1	91.8	93.1
Andaman & Nicobar	86.6	1.5	8.5	87.0	61.0	76.9
Total	**66.7**	**6.6**	**18.7**	**73.1**	**66.0**	**65.2**

ASER 2006 : J & K data includes 13 out of 14 districts. Rajasthan 31 out of 32 districts. Arunachal Pradesh includes 8 out of 13 districts. Nagaland 10 out of 11 districts. Manipur 8 out of 9 districts. Mizoram 7 out of 8 districts. Tripura 2 out of 4 districts. Meghalaya 5 out of 7. Assam 11 out of 23 districts. West Bengal 16 out of 17 districts.

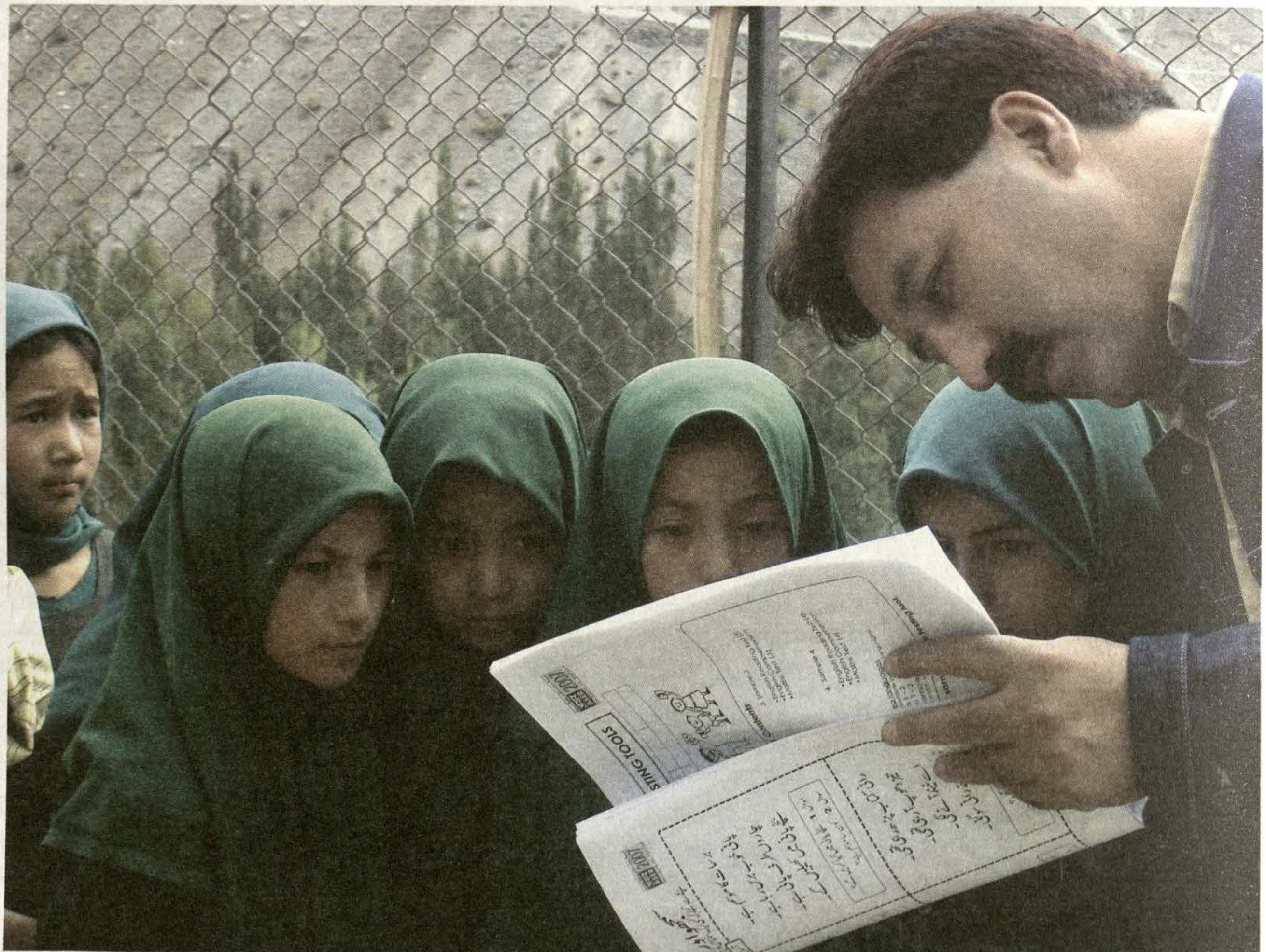
State Comparisons : School observations : 2005 & 2007

STATE	% of appointed teachers attending		% of enrolled children attending		% of schools that had water which was usable		% of schools that had toilets which were usable		% of schools with mid-day meal	
	2005	2007	2005	2007	2005	2007	2005	2007	2005	2007
Jammu & Kashmir		89.8		83.6		43.9		46.0		95.1
Himachal Pradesh		89.7		88.9		81.5		46.1		97.8
Punjab	75.4	85.5	83.4	80.7	81.5	85.4	87.8	90.6	16.8	84.0
Uttarakhand	77.0	92.4	85.7	85.8	68.9	70.0	55.2	74.8	83.2	97.8
Haryana	74.7	91.9	81.1	82.6	75.2	81.4	68.6	81.9	79.5	96.8
Rajasthan	80.2	88.2	73.0	70.1	62.7	73.4	63.3	75.2	83.2	98.6
Uttar Pradesh	76.2	91.8	65.1	64.5	78.5	84.0	40.0	54.3	56.2	94.9
Bihar	78.1	86.0	52.7	58.0	68.3	73.9	28.4	51.0	39.2	63.4
Arunachal Pradesh		87.4		80.2		55.6		33.2		64.4
Nagaland		91.7		83.5		33.9		73.2		96.9
Manipur		88.5		78.2		10.3		37.0		77.8
Tripura		78.2		81.4		52.9		50.0		100.0
Meghalaya		92.9		85.5		25.0		37.8		87.9
Assam	91.2	88.3	71.1	71.0	60.0	61.4	28.9	35.2	37.6	92.1
West Bengal	73.7	90.1	73.3	69.6	69.4	80.8	58.7	72.6	78.0	98.3
Jharkhand	81.1	87.8	60.3	62.2	60.1	73.2	27.7	34.0	68.5	90.3
Orissa	75.6	89.2	67.3	71.2	69.2	77.2	23.4	43.9	69.6	97.1
Chhattisgarh	89.0	91.3	73.2	72.1	74.2	74.6	10.8	19.9	96.0	97.6
Madhya Pradesh	84.2	89.9	67.6	66.4	64.3	74.1	30.8	50.2	77.3	95.6
Gujarat	87.0	93.1	81.6	84.9	72.8	83.7	64.7	87.0	88.9	94.6
Daman & Diu	95.5	95.0	94.7	84.1	93.3	90.9	60.0	90.9	93.3	100.0
Dadra & Nagar Haveli	98.2	97.7	83.5	84.4	66.7	81.8	70.8	42.9	91.7	100.0
Maharashtra	85.0	92.2	82.9	92.1	56.9	69.4	52.2	79.4	84.1	98.8
Andhra Pradesh	80.3	85.6	77.8	76.2	63.9	71.1	50.3	57.1	98.9	98.4
Karnataka	78.0	86.5	78.1	75.8	74.7	71.8	66.4	73.5	80.8	98.3
Goa	95.3	97.3	89.5	93.9	91.9	97.7	37.8	93.0	47.1	93.0
Kerala	85.4	89.8	95.1	90.4	88.1	94.3	93.2	96.1	94.1	98.3
Tamilnadu	83.4	94.4	90.6	90.9	69.9	76.3	62.2	53.9	85.4	78.9
All India	**80.2**	**89.7**	**74.1**	**74.1**	**69.2**	**73.7**	**48.3**	**59.1**	**72.7**	**92.2**

Data includes all schools of standards 1 to 4/5 and 1 to 8

Figures are indicative of observation on the day of the survey.

Blank cells indicate insufficient data.



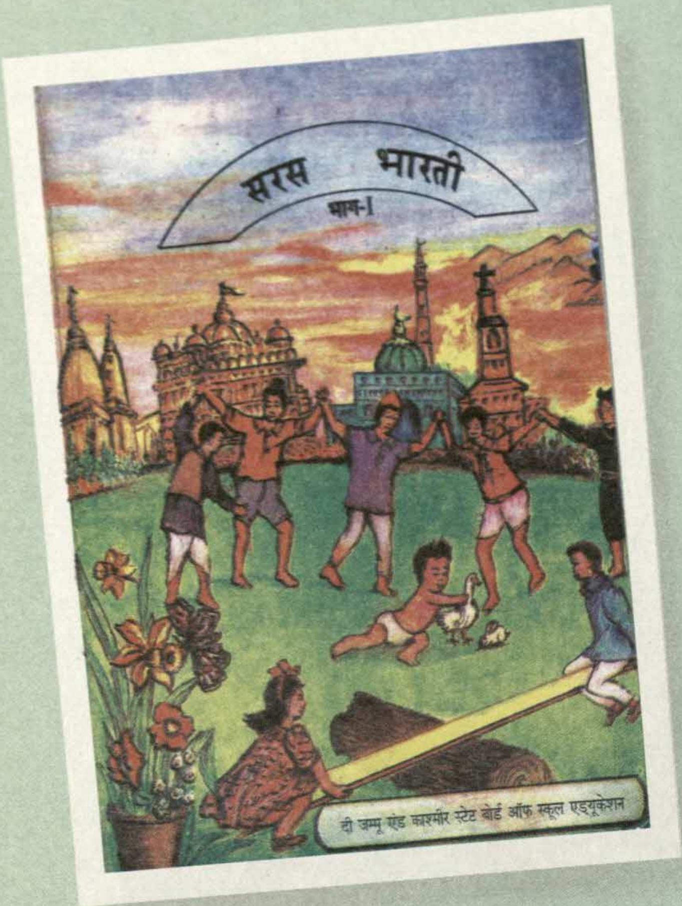
Jammu and Kashmir

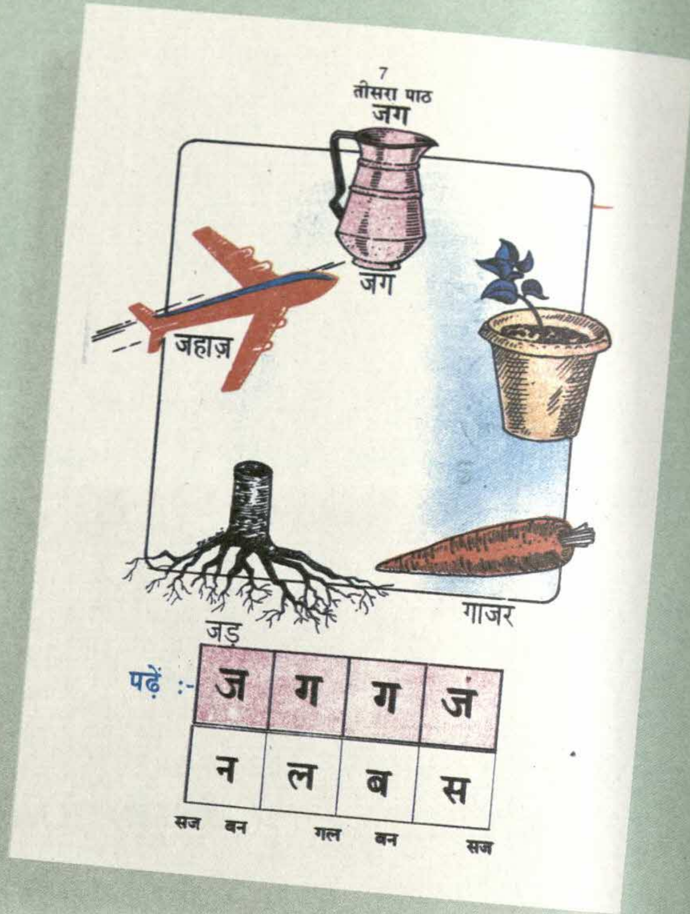
Himachal Pradesh

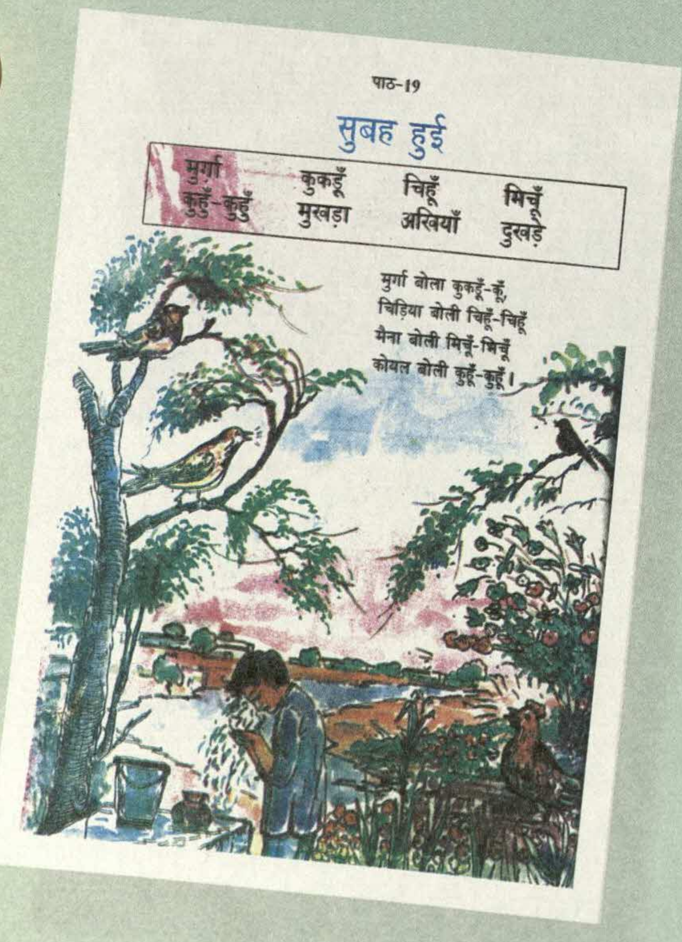
Uttarakhand

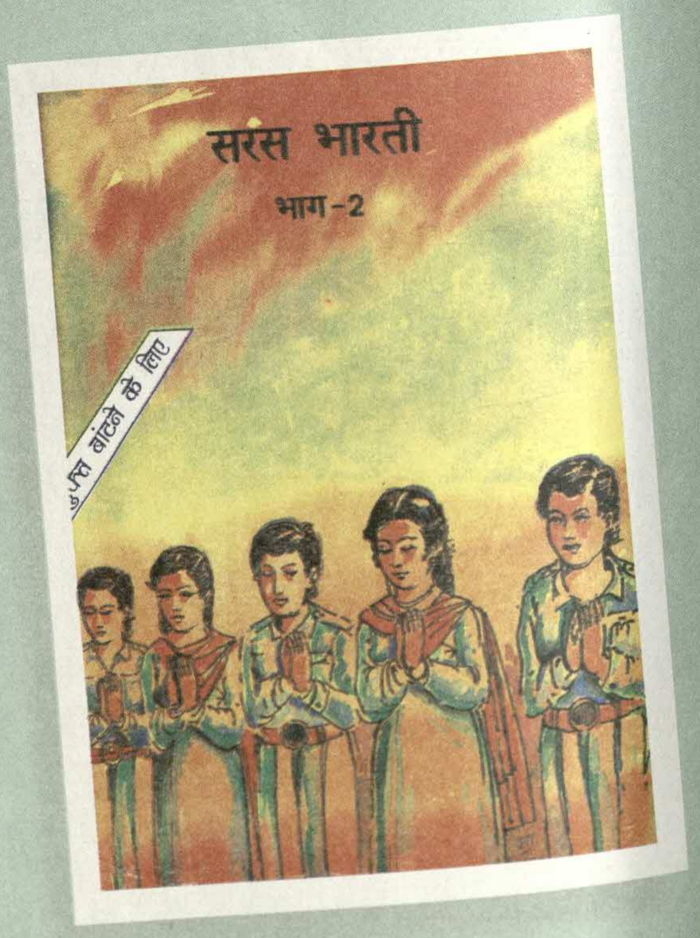
Punjab

Haryana


सरस भारती
भाग-I
दी जम्मू एंड कश्मीर स्टेट बोर्ड ऑफ स्कूल एड्युकेशन


7
तीसरा पाठ
जग
जग
जहाज़
जड़
गाजर
पढ़ें :-
ज ग ग ज
न ल ब स
सज बन गल बन सज


पाठ-19
सुबह हुई
मुर्गा कुकड़ूँ चिहूँ मिचूँ
कुहूँ-कुहूँ मुखड़ा अखियाँ दुखड़े
मुर्गा बोला कुकड़ूँ-कूँ,
चिड़िया बोली चिहूँ-चिहूँ
मैना बोली मिचूँ-मिचूँ
कोयल बोली कुहूँ-कुहूँ।


सरस भारती
भाग-2

JAMMU AND KASHMIR RURAL

All analysis based on data from 14 out of 14 districts

Annual Status of Education Report असर ASER 2007 RURAL Facilitated by PRATHAM

Enrollment

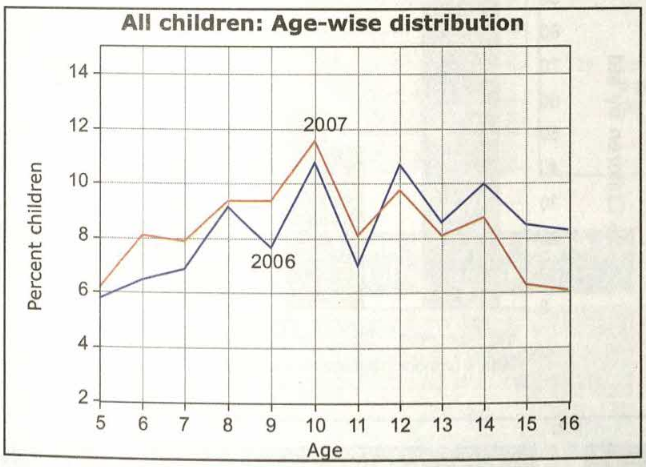
School enrollment and out of school children 2006 vs. 2007

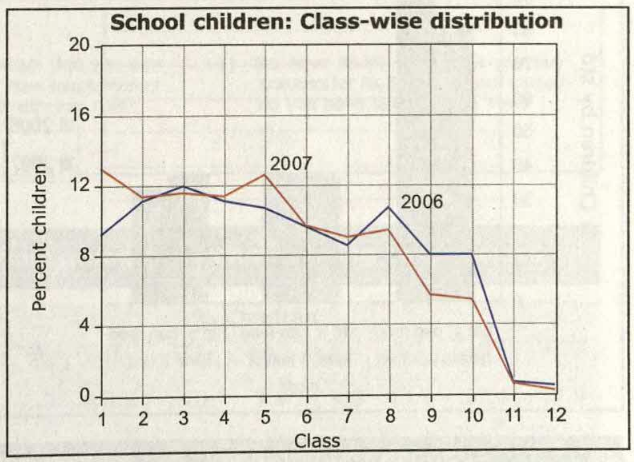
	2006					2007				
	% Children in each age group in different types of schools			% Out of school		% Children in each age group in different types of schools			% Out of school	
	Govt.	Pvt.	Other (Madarsa + EGS)	Not in School	Total	Govt.	Pvt.	Other (Madarsa + EGS)	Not in School	Total
Age: 6 -14 ALL	59.8	32.0	3.5	4.7	100	64.7	29.7	2.0	3.6	100
Age: 7-16 ALL	62.4	29.0	2.7	6.0	100	66.3	27.4	1.6	4.7	100
Age: 7- 10 ALL	56.9	34.6	4.5	3.9	100	62.9	31.8	2.3	3.1	100
Age: 7-10 BOYS	56.2	36.9	4.2	2.7	100	61.9	33.5	1.9	2.8	100
Age: 7-10 GIRLS	57.8	32.1	4.9	5.2	100	64.1	29.7	2.7	3.5	100
Age: 11-14 ALL	64.8	28.0	1.7	5.6	100	68.9	25.7	1.1	4.3	100
Age: 11-14 BOYS	64.3	30.4	1.8	3.5	100	68.4	27.3	1.3	3.0	100
Age: 11-14 GIRLS	65.4	25.0	1.4	8.3	100	69.6	23.8	0.8	5.8	100
Age: 15-16 ALL	68.3	19.6	1.0	11.1	100	69.4	18.9	0.7	11.0	100
Age: 15-16 BOYS	68.2	21.7	0.9	9.3	100	69.1	21.7	0.6	8.6	100
Age: 15-16 GIRLS	68.5	16.7	1.2	13.5	100	69.8	15.1	0.7	14.4	100

Note: "Not in school" includes children who have never gone to school or have dropped out.

Age and Class

Age-wise and class-wise distribution of children in sample





Young Children

In pre-school (Balwadi/Anganwadi) or in school 2006 vs. 2007

	2006						2007					
	% Children						% Children					
	In balwadi or anganwadi	In School			Not going anywhere	Total	In balwadi or anganwadi	In School			Not going anywhere	Total
		Govt.	Pvt.	Other School				Govt.	Pvt.	Other School		
Age: 3 ALL	57.1				42.9	100	69.7				30.3	100
Age: 4 ALL	61.7				38.3	100	58.1				41.9	100
Age: 5 ALL	20.4	27.0	29.4	4.2	19.1	100	14.9	38.7	33.4	3.9	9.1	100
Age: 6 ALL	3.2	44.0	38.6	8.7	5.6	100	2.4	53.0	36.5	4.3	3.9	100

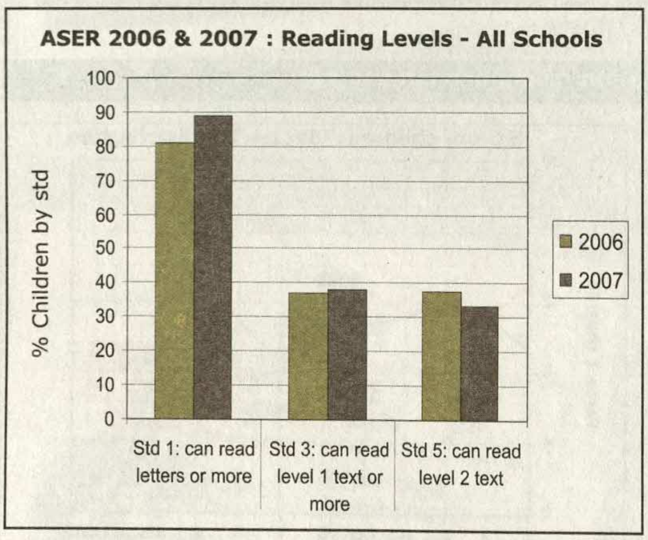
Learning Level

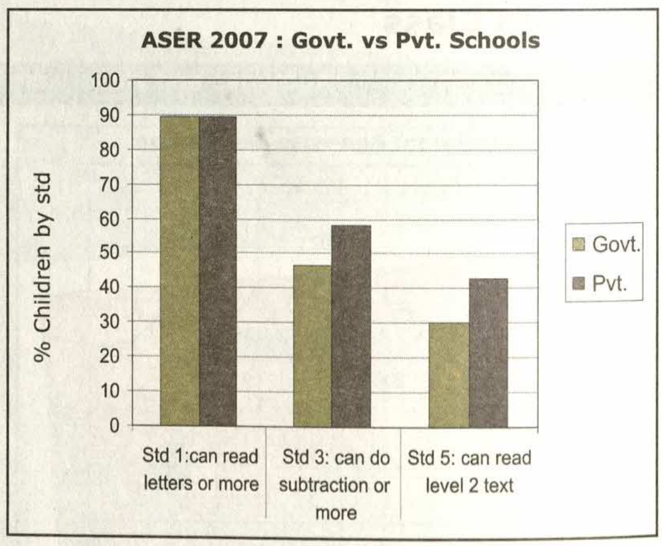
Reading level: % Children who can read						
Std.	Nothing	Letter	Word	Level 1 (Std 1) Text	Level 2 (Std 2 text)	Total
I	11.1	43.0	37.5	6.0	2.4	100
II	4.3	26.6	46.2	15.8	7.1	100
III	1.7	19.7	40.7	24.0	13.9	100
IV	1.0	11.2	35.9	27.1	24.9	100
V	1.1	11.0	23.6	31.3	33.1	100
VI	0.4	6.4	21.7	27.0	44.5	100
VII	0.7	2.5	14.1	22.9	59.8	100
VIII	0.4	2.3	10.4	17.3	69.7	100
Total	2.8	16.5	29.8	21.3	29.6	100

Arithmetic level: % Children who can						
Std.	Nothing	Recognize Numbers 1-9	Recognize Numbers 10-99	Subtract	Divide	Total
I	9.3	32.6	48.9	6.6	2.5	100
II	3.0	16.5	54.7	21.3	4.5	100
III	2.0	7.9	40.1	39.3	10.8	100
IV	0.5	5.3	25.8	49.9	18.5	100
V	0.6	2.3	16.1	49.7	31.2	100
VI	0.5	2.2	12.0	40.8	44.5	100
VII	0.8	1.2	6.8	34.7	56.4	100
VIII	0.3	1.5	4.2	26.4	67.7	100
Total	2.3	9.4	27.5	33.5	27.3	100

Only subtraction and division data comparable with previous ASER.

Comparisons





English reading level: % Children who						
Std.	Cannot read capital letters	Can read capital letters	Can read small letters	Can read simple words	Can read easy sentences	Total
I	12.2	29.4	36.1	18.0	4.4	100
II	5.0	15.0	39.2	31.5	9.4	100
III	2.2	9.0	33.3	37.7	17.8	100
IV	0.5	5.2	24.6	41.5	28.2	100
V	1.2	2.8	20.1	33.2	42.7	100
VI	1.1	1.4	12.1	28.0	57.5	100
VII	1.1	1.3	7.4	18.3	72.0	100
VIII	0.9	0.4	3.1	16.2	79.4	100
Total	3.4	9.1	23.8	28.8	34.9	100

English comprehension		
Std.	Of those who can read words, % who can tell meaning of the words	Of those who can read sentences, % who can tell meaning of sentences
I	45.0	58.8
II	45.3	54.6
III	48.5	54.4
IV	47.5	63.2
V	44.7	66.2
VI	58.1	72.8
VII	62.3	72.1
VIII	76.7	79.4
Total	50.3	69.5

Comprehension & Problem solving

Ability of children by reading level to read and answer orally

Children in age group : 6 to 10			
Reading level	% Children in specific reading level	% at each level who can orally answer questions	
		based on Std 1 level text only	based on Std 2 level text
Word	38.3	11.0	6.6
Std 1 level text	20.8	54.4	21.5
Std 2 level text	13.9	75.0	68.9

Children in age group : 11 to 14			
Reading level	% Children in specific reading level	% at each level who can orally answer questions	
		based on Std 1 level text only	based on Std 2 level text
Word	18.5	18.3	13.1
Std 1 level text	24.5	61.7	26.6
Std 2 level text	51.9	90.9	81.6

Ability of children by age to listen to a subtraction problem and answer

In-school children			
Age group	% Children who can solve		
	None	Simple problem only	Both problems
6 to 8	68.3	10.6	17.9
9 to 10	47.9	12.2	35.9
11 to 14	25.8	9.5	62.3

Children not in-school			
Age group	% Children who can solve		
	None	Simple problem only	Both problems
6 to 8	63.8	12.0	22.1
9 to 10	45.2	27.0	23.4
11 to 14	32.8	20.0	46.2

ندی میں ایک ناؤ ہے۔
وہ لال رنگ کی ہے۔
ناؤ دھیرے دھیرے چلتی ہے۔
سب کو ندی پار لے جاتی ہے۔

سوال 1: دھیرے دھیرے کیا چلتی ہے؟
سوال 2: ناؤ کس رنگ کی ہے؟

ساون کا مہینہ تھا۔ آسمان میں کالے کالے بادل چھائے ہوئے تھے۔ ٹھنڈی ٹھنڈی
ہوائیں چل رہی تھیں۔ بڑے بھائی جان ایک موٹی رسّی لے کر آئے۔ ہم نے اسے
پیڑ سے لٹکا کر جھولا بنایا۔ ہم خوب جھولا جھولے۔ بہت سارے بچّے بھی آ کر مزے
سے کھیلنے لگے۔ کھیلتے کھیلتے شام ہوگئی۔ ہم گھر آ گئے۔

سوال 3: بڑے بھائی جان کیا لے کر آئے؟
سوال 4: کون سا مہینہ تھا؟

1) You have Rs.50. From that you buy a pen for Rs.15. How much money do you have left with you now?

2) You have Rs.50. From that you buy crackers for Rs.35. How much money do you have left with you now?

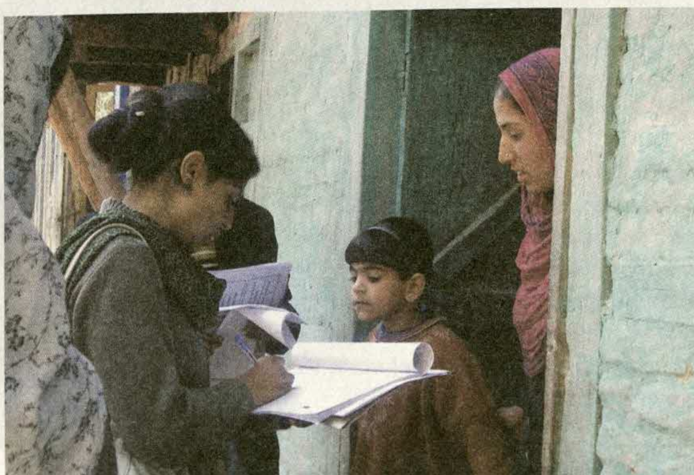
Ability of children by arithmetic level to listen to a subtraction problem and answer

Children in age group : 6 to 10				
Arithmetic level	% Children in specific arithmetic level	% Children in specific arithmetic level who can solve		
		None	Simple problem only	Both problems
Number recognition 10-99	38.2	75.8	9.9	11.6
Subtraction	34.7	43.3	15.7	35.6
Division	11.0	18.2	10.0	68.2

Children in age group : 11 to 14				
Arithmetic level	% Children in specific arithmetic level	% Children in specific arithmetic level who can solve		
		None	Simple problem only	Both problems
Number recognition 10-99	12.3	66.5	10.1	20.4
Subtraction	35.7	39.5	12.9	43.9
Division	49.8	7.3	7.3	83.8

School going children attending tuition class

	% Children							
Std.	I	II	III	IV	V	VI	VII	VIII
Govt. school	6.0	5.5	6.7	5.9	8.0	11.9	12.6	17.9
Pvt. school	13.1	22.5	21.0	19.2	32.5	30.3	28.2	33.8



School Observations: Schools visited - Primary (Std 1-4/5): 109; Primary+Upper-primary (Std 1-8): 151

Teacher attendance	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
% teachers attending (average)	Insufficient Data		92.0	88.2
% schools with no teacher present			0.0	0.0
% schools with all teachers present			79.2	53.7

Children's attendance	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
% enrolled children attending (average)	Insufficient Data		83.1	83.9
% schools with less than 50% enrolled children attending			2.5	3.3
% schools with 75% and more enrolled children attending			72.5	73.6

Pupil teacher ratio (median)	2005		2007	
	Std. 1-4/5*	Std. 1-8	Std. 1-4/5	Std. 1-8
Based on children enrolled & teachers appointed	Insufficient Data		14.0	16.7
Based on children & teachers present			12.5	16.0

School grants and teacher grants	2006		2007*	
	Std. 2	Std. 4	Std. 2	Std. 4
	% Schools			
Teacher received TLM grant	93.3	91.8	70.4	71.9
School received school maintenance grant	86.8		63.6	

Water/toilet and midday meal	2005		2007	
	Std. 1-4/5*	Std. 1-8	Std. 1-4/5	Std. 1-8
	% Schools			
Schools with no water provision	Insufficient Data		48.6	43.3
Schools with water provision but water not available			10.5	10.6
Schools with water provision and water available			41.0	46.1
Schools with no toilet provision	Insufficient Data		49.5	37.6
Schools with toilet provision but not being used			8.4	13.5
Schools with toilet provision and use			42.1	48.9
Schools with midday meal being served on that day	Insufficient Data		95.3	95.0

Multigrade classes	2007	
	Std. 1-4/5	Std. 1-8
Schools in which...	% Schools	
Std II class sits with another class	64.4	52.9
Std IV class sits with another class	57.0	40.8

Over 90% classes that were visited have blackboards. In over 90% of these classes, most children have textbooks, notebooks and pen or pencil.

Please note that while 2005 data was collected during ASER 2005, 2006 data reported in the Grants table was collected in ASER 2007 by asking for last year's grant information to the respondent.

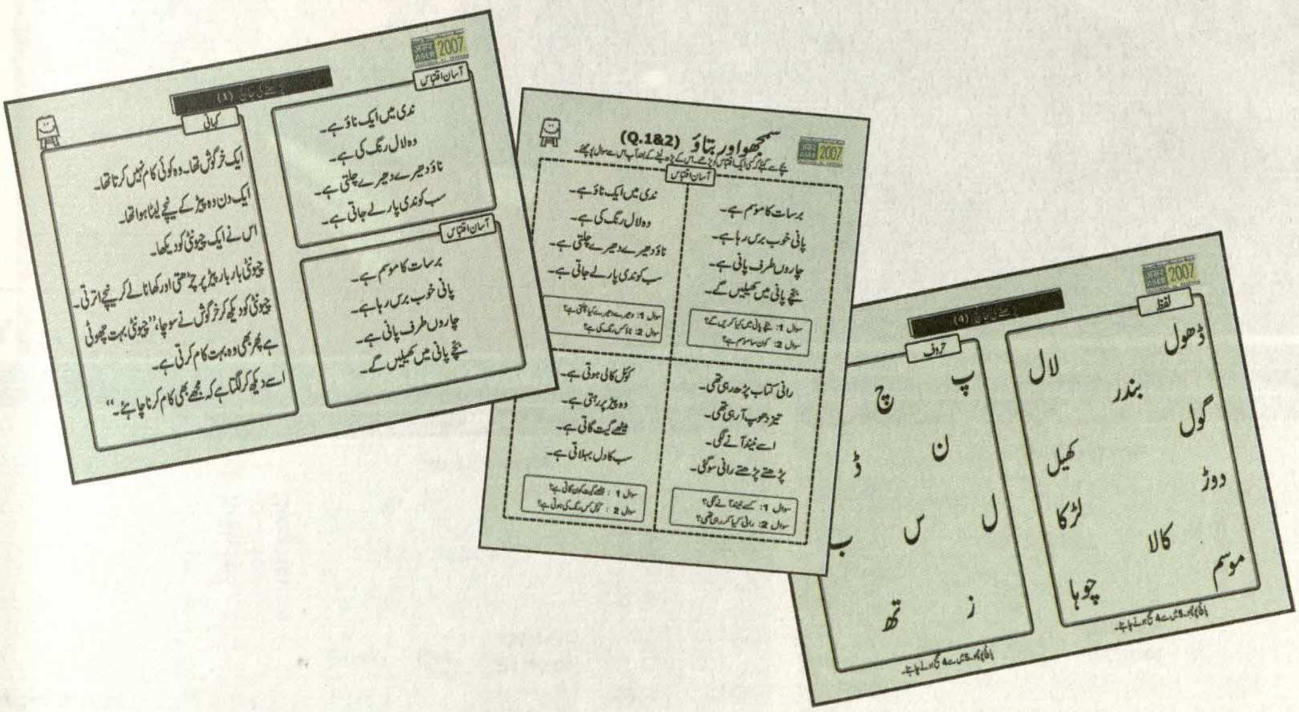
Note: ASER 2007 survey was carried out in October and November 2007. One govt. school with primary grades was visited in the sampled village. If there was more than one govt. school with primary grades, then the school with the highest enrollment was visited. Hence the schools visited in the survey do not represent a random sample from the district. The school visits were generally done either on a Saturday or a Monday.



*Grants for 2007 may be lower than 2006 since the survey was conducted in the middle of the year.

Performance of districts

District	Pre- school: % Children (Age 3-4) in **Anganwadi** or **other pre-school**	Out of school: % Children (Age 6-14) **Out of school**	Private school: % Children (Age 6-14) in **Private school**	Std 1-2 : Learning levels: % Children (Std 1-2) who **CAN READ** letters, words or more in **OWN LANGUAGE**	Std 1-2 : Learning levels: % Children (Std 1-2) who **CAN RECOGNIZE NUMBERS** (1-9) or more	Std 1-2 : Learning levels: % Children (Std 1-2) who **CAN READ** letters or more in **ENGLISH**	Std 3-5 : Learning levels: % Children (Std 3-5) who **CAN READ** Level 1 (Std 1) text or more in **OWN LANGUAGE**	Std 3-5 : Learning levels: % Children (Std 3-5) who **CAN SUBTRACT** or do more	Std 3-5 : Learning levels: % Children (Std 3-5) who **CAN READ** sentences in **ENGLISH**
Anantnag	52.7	9.6	31.2	97.3	98.0	90.1	70.6	80.3	47.5
Budgam	69.7	4.0	19.1	89.7	94.2	92.3	38.4	57.8	37.2
Baramulla	53.7	6.3	46.3	90.9	94.6	93.2	48.2	65.9	55.6
Doda*		1.0	19.6	97.9	98.7	97.6	73.2	84.8	50.3
Jammu	71.9	0.1	43.8	85.4	86.4	81.9	51.2	59.0	34.5
Kargil	56.4	1.7	31.4	96.1	96.4	94.9	60.5	62.3	43.9
Kathua	70.8	1.7	40.4	96.9	97.4	97.8	40.3	72.7	26.4
Kupwara*		1.3	38.7	90.6	90.5		56.6	66.9	50.0
Leh (Ladakh)	78.7	1.3	36.0	100.0	100.0	97.0	56.0	64.4	22.2
Pulwama	62.1	3.5	27.1	88.9	91.7	92.9	34.4	52.5	14.8
Poonch*		4.2	14.1	96.2	95.8	92.5	51.9	60.9	14.5
Rajauri*		0.0	32.8	100.0	99.7	100.0	41.2	80.4	4.7
Srinagar*		3.2	27.0	94.5	94.4	87.5	32.9	48.0	12.5
Udhampur*		2.9	3.8	84.9	89.6	85.5	55.2	59.0	20.0
Total	**63.9**	**3.6**	**29.7**	**92.1**	**93.7**	**91.2**	**51.8**	**67.0**	**29.8**



* Blank cells indicate insufficient data.



HIMACHAL PRADESH RURAL

All analysis based on data from 12 out of 12 districts

Enrollment

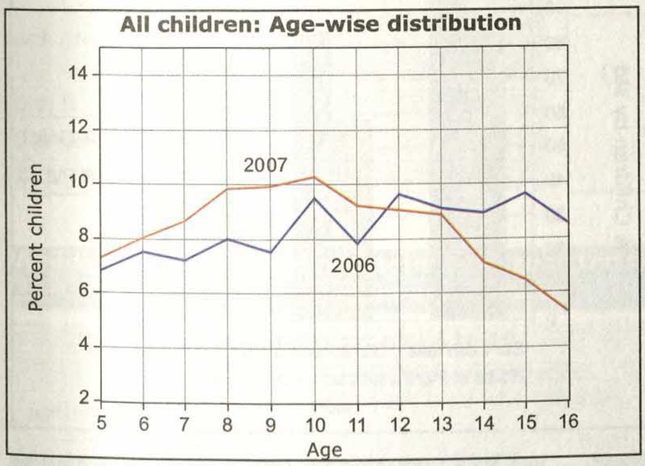
School enrollment and out of school children 2006 vs. 2007

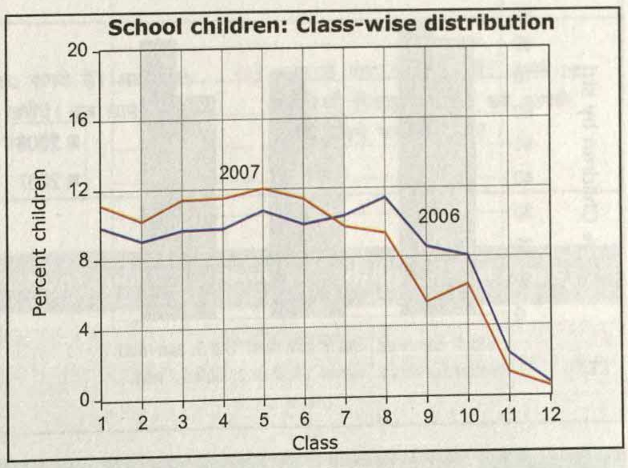
	2006					2007				
	% Children in each age group in different types of schools			% Out of school		% Children in each age group in different types of schools			% Out of school	
	Govt.	Pvt.	Other (Madarsa + EGS)	Not in School	Total	Govt.	Pvt.	Other (Madarsa + EGS)	Not in School	Total
Age: 6 -14 ALL	79.6	19.0	0.1	1.3	100	76.4	22.6	0.1	1.0	100
Age: 7-16 ALL	81.8	16.0	0.1	2.2	100	77.8	20.3	0.1	1.7	100
Age: 7- 10 ALL	75.6	23.4	0.1	0.9	100	73.9	25.6	0.2	0.3	100
Age: 7-10 BOYS	73.1	26.0	0.1	0.8	100	72.0	27.6	0.2	0.3	100
Age: 7-10 GIRLS	78.4	20.5	0.1	1.0	100	76.1	23.6	0.2	0.2	100
Age: 11-14 ALL	85.3	12.9	0.0	1.8	100	81.1	16.9	0.1	2.0	100
Age: 11-14 BOYS	83.5	15.4	0.1	1.1	100	77.1	21.0	0.1	1.8	100
Age: 11-14 GIRLS	87.2	10.1	0.0	2.7	100	85.1	12.8	0.0	2.2	100
Age: 15-16 ALL	86.1	8.8	0.0	5.1	100	81.1	13.0	0.0	5.9	100
Age: 15-16 BOYS	85.4	10.0	0.0	4.7	100	81.6	13.1	0.0	5.4	100
Age: 15-16 GIRLS	86.9	7.5	0.0	5.6	100	80.6	12.8	0.0	6.5	100

Note: "Not in school" includes children who have never gone to school or have dropped out.

Age and Class

Age-wise and class-wise distribution of children in sample





Young Children

In pre-school (Balwadi/Anganwadi) or in school 2006 vs. 2007

	2006						2007					
	% Children						% Children					
	In balwadi or anganwadi	In School			Not going anywhere	Total	In balwadi or anganwadi	In School			Not going anywhere	Total
		Govt.	Pvt.	Other School				Govt.	Pvt.	Other School		
Age: 3 ALL	56.3				43.7	100	90.6				9.4	100
Age: 4 ALL	66.4				33.6	100	92.3				7.7	100
Age: 5 ALL	31.0	31.7	24.3	0.0	13.0	100	23.1	33.4	41.3	0.0	2.3	100
Age: 6 ALL	2.1	67.2	28.7	0.0	2.1	100	1.6	66.1	31.4	0.1	0.8	100

Learning Level

Reading level: % Children who can read

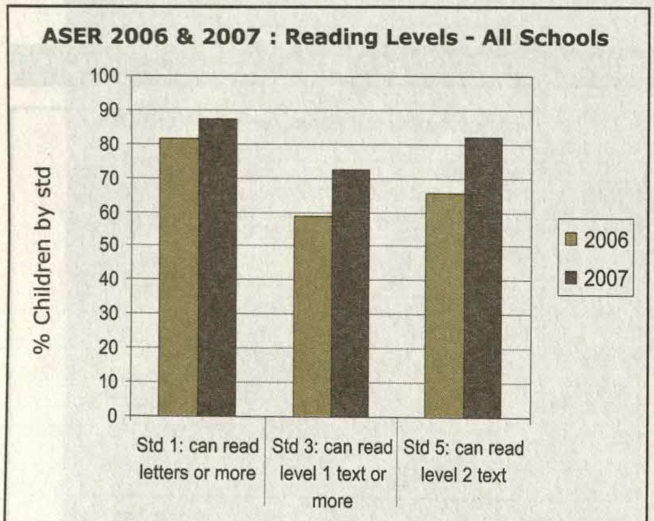
Std.	Nothing	Letter	Word	Level 1 (Std 1) Text	Level 2 (Std 2 text)	Total
I	12.9	45.7	24.3	7.3	9.8	100
II	2.6	20.7	36.4	20.6	19.7	100
III	1.5	8.0	17.8	30.2	42.6	100
IV	0.7	4.0	7.7	22.7	64.8	100
V	0.3	2.0	4.3	11.2	82.3	100
VI	0.5	0.5	3.8	8.2	87.1	100
VII	0.0	0.3	1.2	4.8	93.7	100
VIII	0.1	0.2	0.4	3.9	95.4	100
Total	2.4	10.3	12.0	13.9	61.4	100

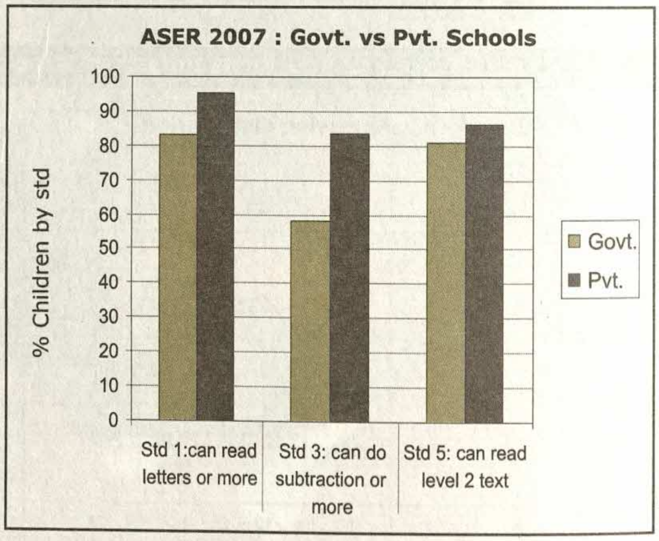
Arithmetic level: % Children who can

Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	10-99			
I	10.6	41.8	34.9	8.0	4.7	100
II	1.9	19.3	44.4	26.4	8.1	100
III	1.8	9.2	24.0	40.6	24.5	100
IV	1.1	5.0	9.7	38.3	45.8	100
V	0.4	2.5	6.9	23.4	66.9	100
VI	0.5	0.8	4.2	18.7	75.8	100
VII	0.0	0.6	4.0	12.8	82.7	100
VIII	0.0	0.3	1.0	9.5	89.1	100
Total	2.1	10.0	16.2	22.7	49.0	100

Only subtraction and division data comparable with previous ASER.

Comparisons





English reading level: % Children who

Std.	Cannot read capital letters	Can read capital letters	Can read small letters	Can read simple words	Can read easy sentences	Total
I	23.0	33.7	24.3	13.2	5.8	100
II	11.6	22.6	25.1	28.6	12.1	100
III	6.1	12.8	19.3	33.5	28.3	100
IV	3.5	6.4	14.7	32.0	43.4	100
V	2.7	4.9	10.3	22.2	59.9	100
VI	0.4	1.8	7.6	19.2	71.1	100
VII	0.6	3.0	2.5	13.6	80.4	100
VIII	0.3	1.3	3.8	7.7	86.9	100
Total	6.1	10.9	13.6	21.6	47.7	100

English comprehension

Std.	Of those who can read words, % who can tell meaning of the words	Of those who can read sentences, % who can tell meaning of sentences
I	64.5	69.8
II	62.1	76.7
III	69.4	80.3
IV	67.4	77.9
V	64.3	82.3
VI	60.9	87.7
VII	66.7	89.1
VIII	61.6	91.6
Total	65.3	85.5

Comprehension & Problem solving

Ability of children by reading level to read and answer orally

Children in age group : 6 to 10

Reading level	% Children in specific reading level	% at each level who can orally answer questions	
		based on Std 1 level text only	based on Std 2 level text
Word	17.4	9.3	4.8
Std 1 level text	19.5	64.2	28.2
Std 2 level text	46.7	90.1	80.3

Children in age group : 11 to 14

Reading level	% Children in specific reading level	% at each level who can orally answer questions	
		based on Std 1 level text only	based on Std 2 level text
Word	2.6	19.2	18.4
Std 1 level text	6.9	72.3	46.5
Std 2 level text	89.2	95.4	89.3

Ability of children by age to listen to a subtraction problem and answer

In-school children

Age group	% Children who can solve		
	None	Simple problem only	Both problems
6 to 8	60.0	7.7	30.5
9 to 10	23.0	7.2	68.0
11 to 14	9.1	5.3	84.6

Children not in-school

Age group	% Children who can solve		
	None	Simple problem only	Both problems
6 to 8	83.8	0.0	16.2
9 to 10	66.7	0.0	33.3
11 to 14	35.5	7.5	55.8

आज मामा आए हैं।
मिठाई साथ लाए हैं।
हम सब मिठाई खायेंगे।
फिर मामा से कहानी सुनेंगे।

प्र.1 मामा क्या लाये हैं?
प्र.2 आज कौन आया है?

सावन का महीना था। आसमान में बहुत से काले बादल छाये थे। ठंडी- ठंडी हवा चल रही थी। मैंने सोचा, ''आज झूला झूलते हैं।'' बड़े भैया एक मोटी सी रस्सी लेकर आए। हमने उसे पेड़ से लटका कर झूला बनाया। सब ने मिलकर खूब झूला झूला। बहुत सारे बच्चे आकर मज़े से खेलने लगे। खेलते-खेलते रात हो गई।

प्र.3 बड़े भैया क्या लेकर आए?
प्र.4 हमने झूला कैसे बनाया?

(1) आपके पास 50 रूपये हैं। आपने 35 रूपये के जूते खरीदे। अब आपके पास कितने रूपये बचे हैं?

(2) आप के पास 50 रूपये हैं। आपने 28 रूपये की मिठाई खरीदी। अब आपके पास कितने रूपये बचे हैं?

Ability of children by arithmetic level to listen to a subtraction problem and answer

Children in age group : 6 to 10

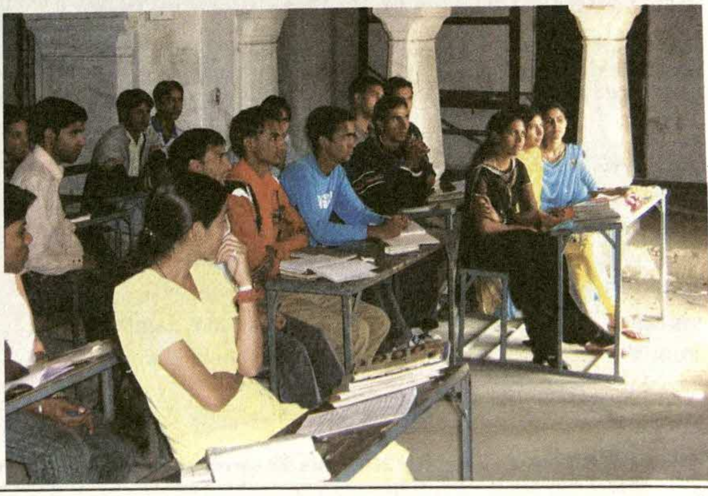
Arithmetic level	% Children in specific arithmetic level	% Children in specific arithmetic level who can solve		
		None	Simple problem only	Both problems
Number recognition 10-99	23.2	78.4	9.7	9.9
Subtraction	28.6	32.0	13.4	51.9
Division	32.6	6.4	3.3	88.8

Children in age group : 11 to 14

Arithmetic level	% Children in specific arithmetic level	% Children in specific arithmetic level who can solve		
		None	Simple problem only	Both problems
Number recognition 10-99	4.1	49.3	14.9	33.8
Subtraction	16.3	22.7	13.0	61.4
Division	78.0	2.8	3.2	93.4

School going children attending tuition class

Std.	I	II	III	IV	V	VI	VII	VIII
	% Children							
Govt. school	1.4	2.0	3.4	3.6	4.6	4.1	6.3	8.1
Pvt. school	10.9	12.5	14.4	20.7	12.8	30.1	22.6	23.1



School Observations: Schools visited - Primary (Std 1-4/5): 207; Primary+Upper-primary (Std 1-8): 24

Teacher attendance	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
% teachers attending (average)	Insufficient Data		89.8	89.2
% schools with no teacher present			0.6	0.0
% schools with all teachers present			72.6	65.0

Children's attendance	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
% enrolled children attending (average)	Insufficient Data		88.6	91.8
% schools with less than 50% enrolled children attending			2.7	0.0
% schools with 75% and more enrolled children attending			92.0	95.5

Pupil teacher ratio (median)	2005		2007	
	Std. 1-4/5*	Std. 1-8	Std. 1-4/5	Std. 1-8
Based on children enrolled & teachers appointed	Insufficient Data		17.7	18.0
Based on children & teachers present			17.0	19.6

School grants and teacher grants	2006		2007*	
	Std. 2	Std. 4	Std. 2	Std. 4
	% Schools			
Teacher received TLM grant	93.1	93.5	87.3	87.4
School received school maintenance grant	92.6		88.0	

Water/toilet and midday meal	2005		2007	
	Std. 1-4/5*	Std. 1-8	Std. 1-4/5	Std. 1-8
	% Schools			
Schools with no water provision	Insufficient Data		15.3	8.3
Schools with water provision but water not available			3.9	4.2
Schools with water provision and water available			80.8	87.5
Schools with no toilet provision	Insufficient Data		42.2	29.2
Schools with toilet provision but not being used			11.8	25.0
Schools with toilet provision and use			46.1	45.8
Schools with midday meal being served on that day	Insufficient Data		97.5	100.0

Multigrade classes	2007	
	Std. 1-4/5	Std. 1-8
Schools in which...	% Schools	
Std II class sits with another class	61.9	78.3
Std IV class sits with another class	56.8	62.5

Over 90% classes that were visited have blackboards. In over 90% of these classes, most children have textbooks, notebooks and pen or pencil.

Please note that while 2005 data was collected during ASER 2005, 2006 data reported in the Grants table was collected in ASER 2007 by asking for last year's grant information to the respondent.

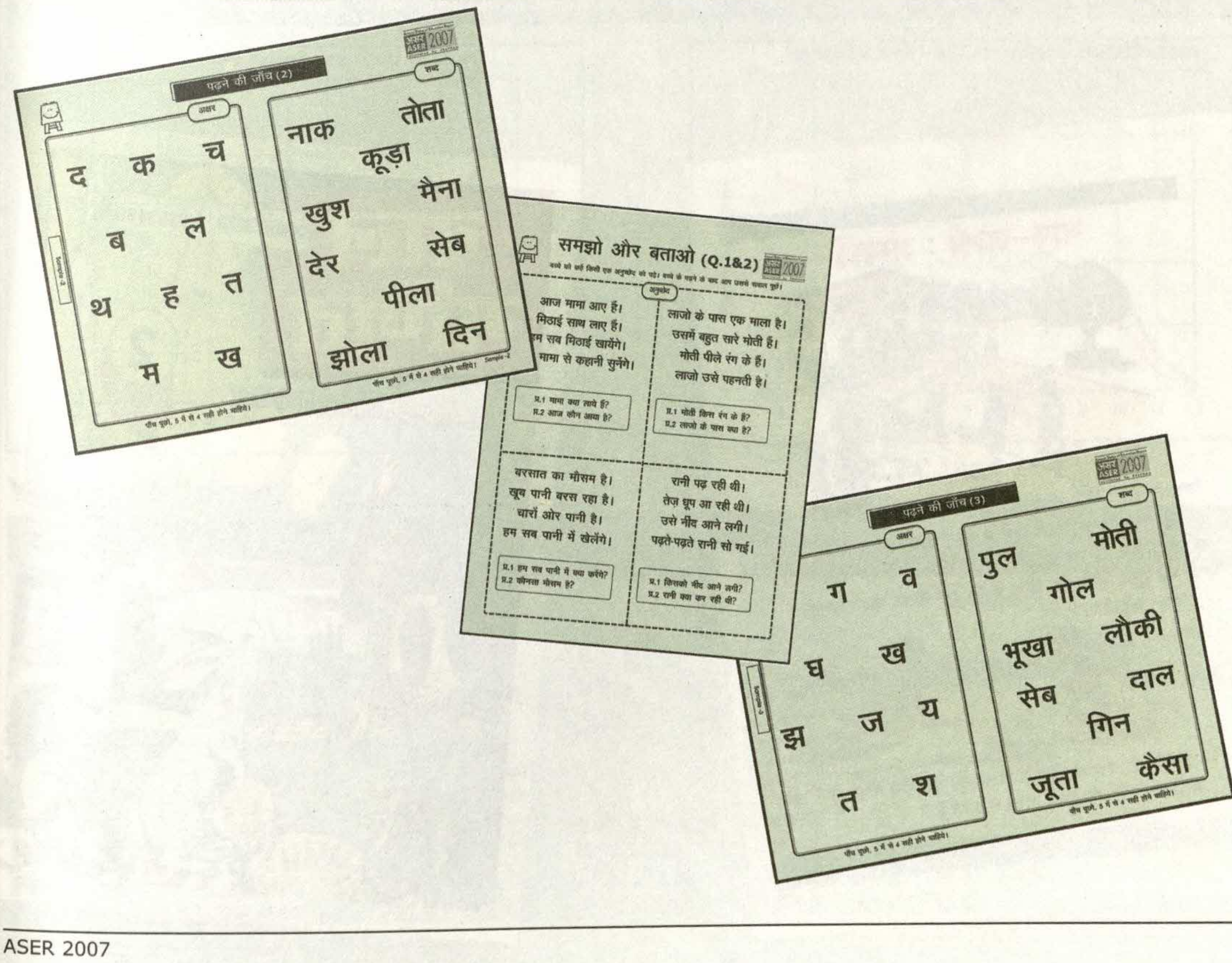
Note: ASER 2007 survey was carried out in October and November 2007. One govt. school with primary grades was visited in the sampled village. If there was more than one govt. school with primary grades, then the school with the highest enrollment was visited. Hence the schools visited in the survey do not represent a random sample from the district. The school visits were generally done either on a Saturday or a Monday.



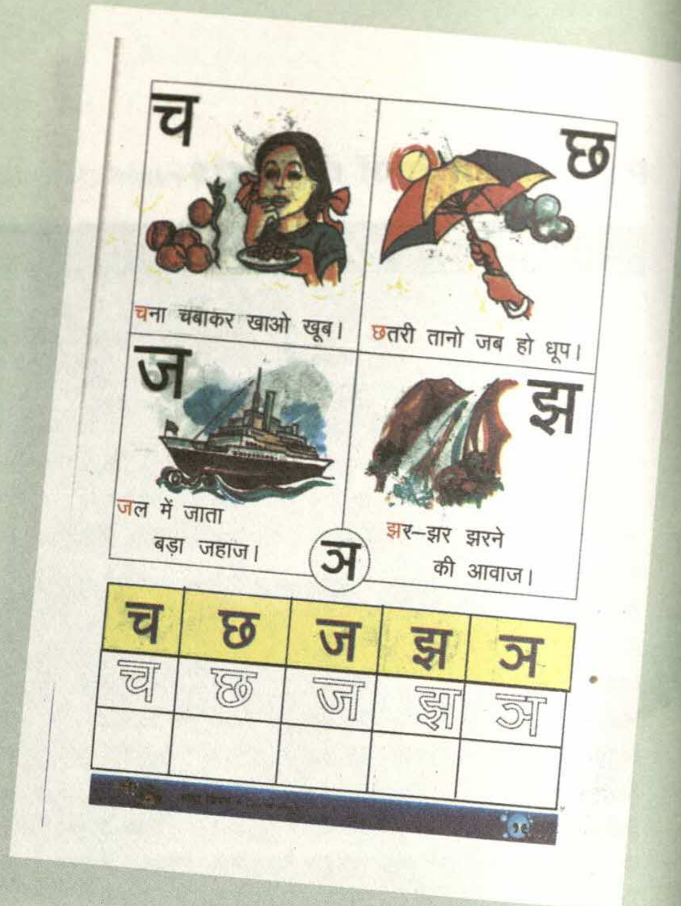
*Grants for 2007 may be lower than 2006 since the survey was conducted in the middle of the year.

Performance of districts

	Pre- school	Out of school	Private school	Std 1-2 : Learning levels			Std 3-5 : Learning levels		
District	% Children (Age 3-4) in **Anganwadi** or **other pre-school**	% Children (Age 6-14) **Out of school**	% Children (Age 6-14) in **Private school**	% Children (Std 1-2) who **CAN READ** letters, words or more in **OWN LANGUAGE**	% Children (Std 1-2) who **CAN RECOGNIZE NUMBERS** (1-9) or more	% Children (Std 1-2) who **CAN READ** letters or more in **ENGLISH**	% Children (Std 3-5) who **CAN READ** Level 1 (Std 1) text or more in **OWN LANGUAGE**	% Children (Std 3-5) who **CAN SUBTRACT** or do more	% Children (Std 3-5) who **CAN READ** sentences in **ENGLISH**
Bilaspur	94.6	0.5	25.6	88.5	89.7	87.2	88.5	84.2	50.3
Chamba	86.8	4.6	4.4	84.4	89.3	69.6	71.1	66.1	28.6
Hamirpur	94.1	0.0	36.0	95.5	97.2	93.8	91.1	91.4	54.9
Kangra	93.5	0.1	36.1	95.0	96.7	87.7	83.9	74.9	40.9
Kinnaur	85.9	0.1	12.4	95.5	94.6	89.4	81.7	74.5	42.2
Kullu	86.2	1.0	12.0	91.6	94.2	74.2	84.9	83.4	48.9
Lahul&Spiti	90.4	1.0	13.3	85.5	89.2	77.1	88.5	78.5	50.8
Mandi	96.7	1.1	19.3	95.0	95.0	84.5	90.1	89.5	44.9
Shimla	79.2	0.9	21.3	99.5	99.0	87.9	95.3	92.0	57.2
Sirmaur	89.8	1.6	10.9	87.3	89.0	64.3	68.0	66.4	24.8
Solan	96.4	0.7	18.3	89.0	91.1	84.2	88.3	86.2	60.5
Una	98.7	0.6	21.2	84.1	86.7	81.0	79.3	65.5	38.2
Total	**91.4**	**1.0**	**22.6**	**92.1**	**93.6**	**82.4**	**84.7**	**80.0**	**44.2**







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चना चबाकर खाओ खूब।

छतरी तानो जब हो धूप।

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जल में जाता
बड़ा जहाज।

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झर–झर झरने
की आवाज।

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च	छ	ज	झ	ञ



पाठ १२

नाप–जोख : लम्बाई

राजीव

मनोज

प्रतिमा

अमित

मेहा

आयुषि

चित्र में देखो और बताओ

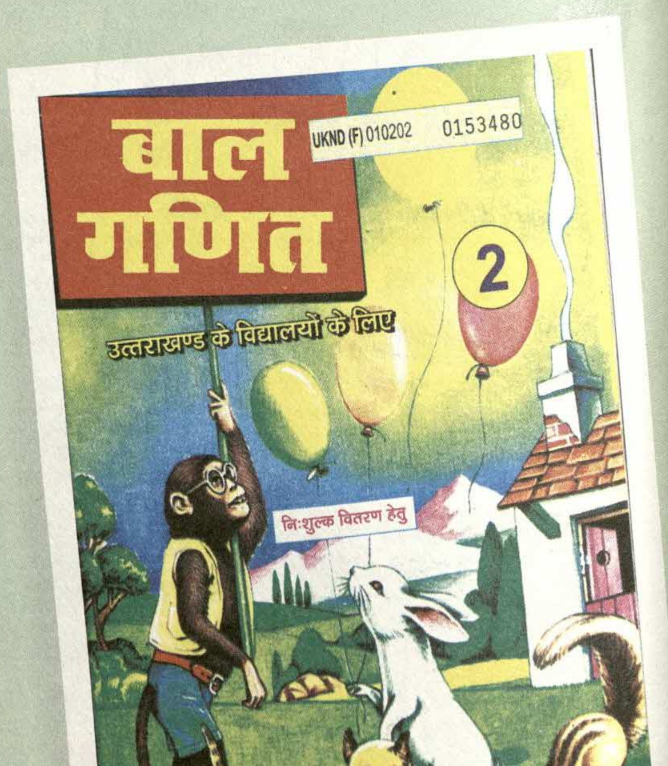
क. स्कूल जाती हुई लड़कियों में कौन सबसे छोटी है ?

ख. विद्यालय से सबसे अधिक दूर कौन है ?

- क्या तुमने कभी पता किया है कि तुम कितने कदम चलकर स्कूल पहुँचते हो ?

गिल्ली डंडा

- तुम गिल्ली डंडा के खेल में गिल्ली की दूरी कैसे नापते हो ? डंडे का प्रयोग और क्या–क्या नापने में करते हैं ?



UTTARAKHAND RURAL

All analysis based on data from 13 out of 13 districts

Enrollment

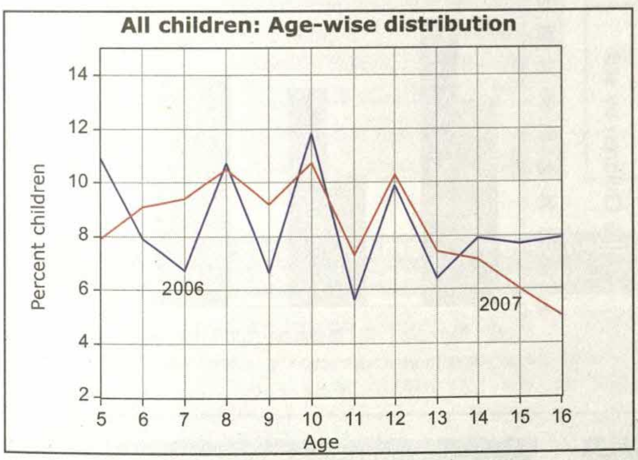
School enrollment and out of school children 2006 vs. 2007

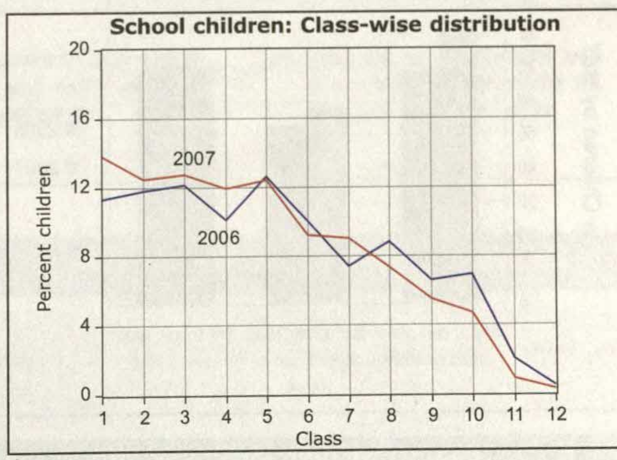
	2006					2007				
	% Children in each age group in different types of schools			% Out of school		% Children in each age group in different types of schools			% Out of school	
	Govt.	Pvt.	Other (Madarsa + EGS)	Not in School	Total	Govt.	Pvt.	Other (Madarsa + EGS)	Not in School	Total
Age: 6 -14 ALL	75.9	21.0	0.8	2.4	100	71.9	25.0	0.9	2.2	100
Age: 7-16 ALL	76.4	18.5	0.8	4.3	100	72.8	22.5	0.8	4.0	100
Age: 7- 10 ALL	75.4	22.0	0.8	1.9	100	70.9	26.8	1.0	1.3	100
Age: 7-10 BOYS	73.7	23.9	0.7	1.7	100	67.7	30.0	1.1	1.2	100
Age: 7-10 GIRLS	77.4	19.6	1.0	2.1	100	74.8	23.0	0.8	1.4	100
Age: 11-14 ALL	78.4	17.9	0.7	3.1	100	74.9	20.8	0.6	3.7	100
Age: 11-14 BOYS	76.0	20.4	0.7	2.8	100	72.7	23.5	0.5	3.3	100
Age: 11-14 GIRLS	81.4	14.6	0.6	3.4	100	77.3	17.8	0.8	4.1	100
Age: 15-16 ALL	75.0	11.7	1.0	12.3	100	73.1	12.1	0.5	14.3	100
Age: 15-16 BOYS	75.6	12.2	0.9	11.3	100	71.6	15.3	0.5	12.7	100
Age: 15-16 GIRLS	74.0	11.0	1.2	13.8	100	74.8	8.7	0.6	16.0	100

Note: "Not in school" includes children who have never gone to school or have dropped out.

Age and Class

Age-wise and class-wise distribution of children in sample





Young Children

In pre-school (Balwadi/Anganwadi) or in school 2006 vs. 2007

	2006						2007					
	% Children						% Children					
	In balwadi or anganwadi	In School			Not going anywhere	Total	In balwadi or anganwadi	In School			Not going anywhere	Total
		Govt.	Pvt.	Other School				Govt.	Pvt.	Other School		
Age: 3 ALL	59.2				40.8	100	74.8				25.2	100
Age: 4 ALL	80.2				19.8	100	77.8				22.2	100
Age: 5 ALL	32.5	26.9	13.0	0.6	27.0	100	19.0	45.7	28.1	1.5	5.7	100
Age: 6 ALL	6.5	63.1	27.0	1.0	2.5	100	1.9	63.6	32.0	1.1	1.5	100

Learning Level

Reading level: % Children who can read

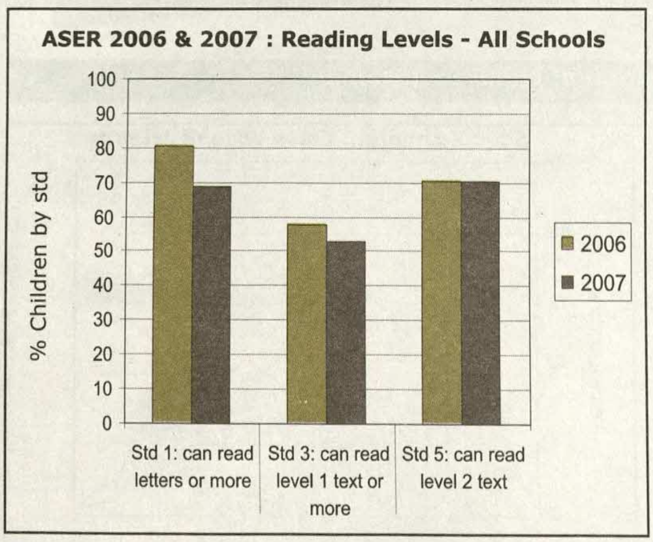
Std.	Nothing	Letter	Word	Level 1 (Std 1) Text	Level 2 (Std 2 text)	Total
I	31.2	42.3	17.4	4.1	5.1	100
II	9.4	30.1	37.5	12.6	10.4	100
III	3.3	13.5	30.4	26.1	26.7	100
IV	1.2	7.0	17.4	27.8	46.6	100
V	1.1	2.7	7.5	18.3	70.4	100
VI	0.3	1.8	3.2	10.5	84.3	100
VII	0.2	1.0	1.0	8.3	89.5	100
VIII	0.3	1.2	1.2	5.3	92.0	100
Total	7.0	14.4	16.3	14.8	47.6	100

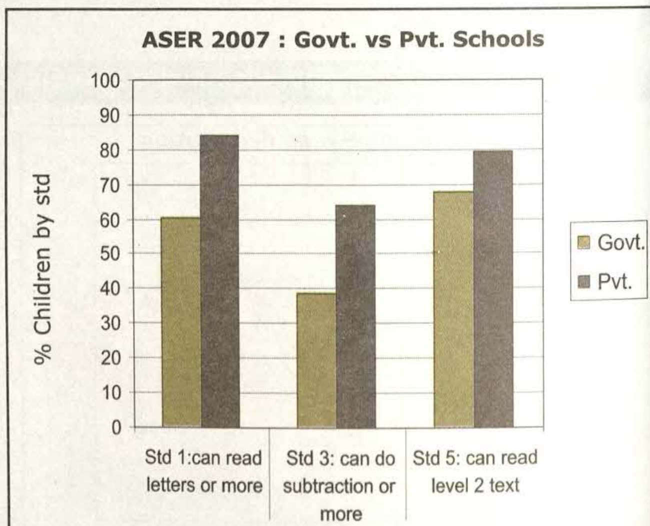
Arithmetic level: % Children who can

Std.	Nothing	Recognize Numbers 1-9	Recognize Numbers 10-99	Subtract	Divide	Total
I	29.4	40.1	22.3	3.4	4.8	100
II	10.9	31.1	40.3	10.4	7.3	100
III	4.0	17.0	34.0	29.5	15.6	100
IV	1.3	10.0	20.6	34.9	33.2	100
V	0.8	4.3	12.1	29.5	53.3	100
VI	0.3	2.3	8.4	23.4	65.6	100
VII	0.2	1.7	5.2	17.2	75.8	100
VIII	0.2	1.2	3.2	14.8	80.6	100
Total	7.0	15.4	20.1	20.4	37.1	100

Only subtraction and division data comparable with previous ASER.

Comparisons





English reading level: % Children who

Std.	Cannot read capital letters	Can read capital letters	Can read small letters	Can read simple words	Can read easy sentences	Total
I	45.1	27.9	13.1	6.7	7.2	100
II	22.7	34.3	21.5	12.2	9.4	100
III	12.8	24.4	22.1	21.5	19.2	100
IV	5.7	16.0	20.6	31.4	26.4	100
V	3.4	9.8	12.8	32.7	41.3	100
VI	2.1	4.1	8.9	25.8	59.0	100
VII	1.8	3.0	5.7	19.6	69.9	100
VIII	1.4	1.3	3.7	16.5	77.1	100
Total	13.7	17.0	14.6	20.7	34.1	100

English comprehension

Std.	Of those who can read words, % who can tell meaning of the words	Of those who can read sentences, % who can tell meaning of sentences
I	67.2	83.7
II	61.0	87.5
III	61.6	81.4
IV	62.6	84.4
V	66.5	87.8
VI	71.6	85.8
VII	68.0	84.4
VIII	71.9	87.0
Total	65.7	85.6

Comprehension & Problem solving

Ability of children by reading level to read and answer orally

Children in age group : 6 to 10

Reading level	% Children in specific reading level	% at each level who can orally answer questions	
		based on Std 1 level text only	based on Std 2 level text
Word	23.7	7.2	4.2
Std 1 level text	17.8	64.8	17.3
Std 2 level text	31.1	91.5	83.2

Children in age group : 11 to 14

Reading level	% Children in specific reading level	% at each level who can orally answer questions	
		based on Std 1 level text only	based on Std 2 level text
Word	4.7	25.6	12.8
Std 1 level text	11.5	69.5	25.8
Std 2 level text	80.3	95.6	91.6

Ability of children by age to listen to a subtraction problem and answer

In-school children

Age group	% Children who can solve		
	None	Simple problem only	Both problems
6 to 8	69.7	5.5	23.5
9 to 10	33.9	8.2	56.5
11 to 14	13.3	6.6	79.1

Children not in-school

Age group	% Children who can solve		
	None	Simple problem only	Both problems
6 to 8	90.3	1.0	8.7
9 to 10	78.6	0.0	21.4
11 to 14	53.3	5.1	40.6

लाजो के पास एक माला है।
उसमें बहुत सारे मोती हैं।
मोती पीले रंग के हैं।
लाजो उसे पहनती है।

प्र.1 मोती किस रंग के हैं?
प्र.2 लाजो के पास क्या है?

राजू का एक भाई और एक बहन है। बड़ा भाई शहर में रहता है। वह बड़े विद्यालय में पढ़ता है। वह बहुत मेहनती है। उसकी बहन अच्छी खिलाड़ी है। उसे कई खेल बहुत अच्छी तरह खेलने आते हैं। राजू उन दोनों की तरह बनना चाहता है। पढ़ाई में तेज़ होना चाहता है और अच्छा खिलाड़ी भी बनना चाहता है।

प्र.3 राजू का बड़ा भाई कहाँ रहता है?
प्र.4 राजू किस-किस की तरह बनना चाहता है?

(1) आपके पास 50 रूपये है। आपने उसमें से 45 रूपये के कपड़े खरीदे। अब आपके पास कितने रूपये बचे हैं?

(2) आपके पास 50 रूपये हैं। आपने उनमें से 37 रूपये की सब्ज़ी खरीदी। अब आपके पास कितने रूपये बचे हैं?

Ability of children by arithmetic level to listen to a subtraction problem and answer

Children in age group : 6 to 10

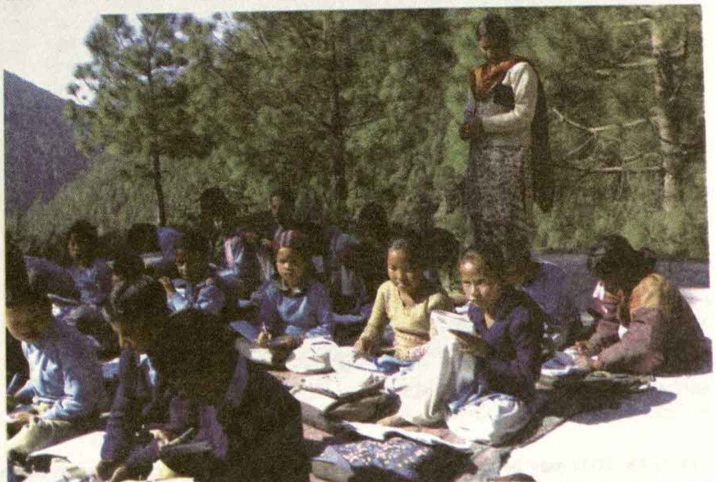
Arithmetic level	% Children in specific arithmetic level	% Children in specific arithmetic level who can solve		
		None	Simple problem only	Both problems
Number recognition 10-99	27.6	76.0	9.1	13.4
Subtraction	21.8	29.2	11.7	56.3
Division	22.1	5.6	3.2	91.0

Children in age group : 11 to 14

Arithmetic level	% Children in specific arithmetic level	% Children in specific arithmetic level who can solve		
		None	Simple problem only	Both problems
Number recognition 10-99	8.6	59.5	14.8	23.7
Subtraction	21.1	17.5	12.2	67.9
Division	66.0	2.0	4.0	93.5

School going children attending tuition class

Std.	% Children							
	I	II	III	IV	V	VI	VII	VIII
Govt. school	3.6	4.8	3.8	4.8	4.3	5.1	3.5	8.8
Pvt. school	13.1	17.9	21.3	18.5	19.3	20.7	26.4	24.6



School Observations: Schools visited - Primary (Std 1-4/5): 306; Primary+Upper-primary (Std 1-8): 14

Teacher attendance	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
% teachers attending (average)	75.6	92.9	92.1	97.2
% schools with no teacher present	8.7	0.0	0.4	0.0
% schools with all teachers present	54.1	80.0	81.4	91.7

Children's attendance	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
% enrolled children attending (average)	86.2	87.5	85.6	90.1
% schools with less than 50% enrolled children attending	2.7	0.0	4.7	7.1
% schools with 75% and more enrolled children attending	84.6	92.9	79.0	85.7

Pupil teacher ratio (median)	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
Based on children enrolled & teachers appointed	33.5	23.8	27.5	33.0
Based on children & teachers present	39.5	20.0	26.5	22.9

School grants and teacher grants	2006		2007*	
	Std. 2	Std. 4	Std. 2	Std. 4
	% Schools			
Teacher received TLM grant	87.4	86.4	82.7	81.5
School received school maintenance grant	93.7		76.4	

Water/toilet and midday meal	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
	% Schools			
Schools with no water provision	24.9	20.0	21.3	0.0
Schools with water provision but water not available	6.5	6.7	9.8	7.1
Schools with water provision and water available	68.6	73.3	68.9	92.9
Schools with no toilet provision	25.7	14.3	9.0	0.0
Schools with toilet provision but not being used	19.3	28.6	16.3	21.4
Schools with toilet provision and use	55.1	57.1	74.7	78.6
Schools with midday meal being served on that day	84.7	73.3	98.0	92.9

Multigrade classes	2007	
	Std. 1-4/5	Std. 1-8
Schools in which...	% Schools	
Std II class sits with another class	68.5	61.5
Std IV class sits with another class	61.5	69.2

Over 90% classes that were visited have blackboards. In over 90% of these classes, most children have textbooks, notebooks and pen or pencil.

Please note that while 2005 data was collected during ASER 2005, 2006 data reported in the Grants table was collected in ASER 2007 by asking for last year's grant information to the respondent.

Note: ASER 2007 survey was carried out in October and November 2007. One govt. school with primary grades was visited in the sampled village. If there was more than one govt. school with primary grades, then the school with the highest enrollment was visited. Hence the schools visited in the survey do not represent a random sample from the district. The school visits were generally done either on a Saturday or a Monday.

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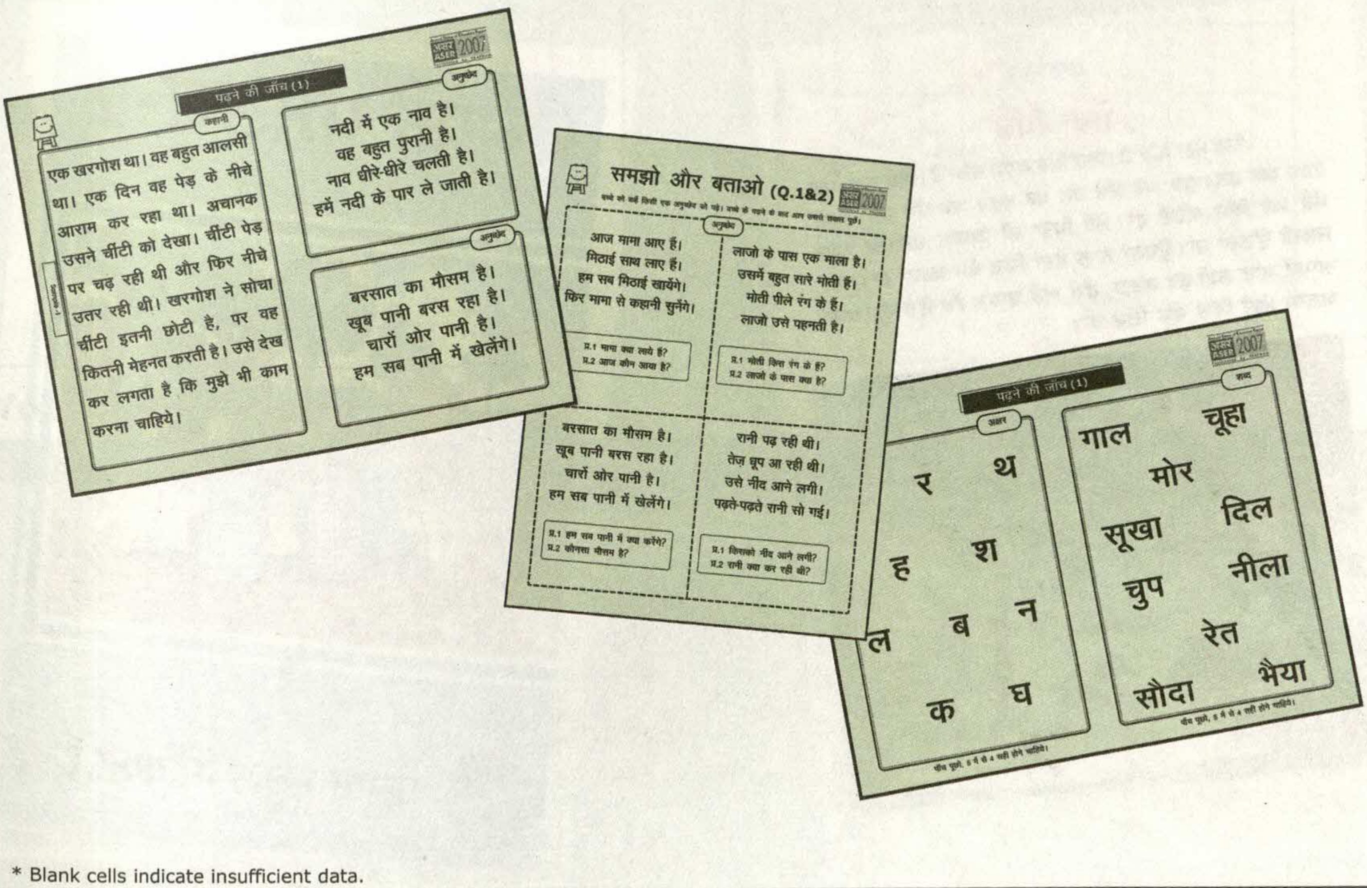
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*Grants for 2007 may be lower than 2006 since the survey was conducted in the middle of the year.

Performance of districts

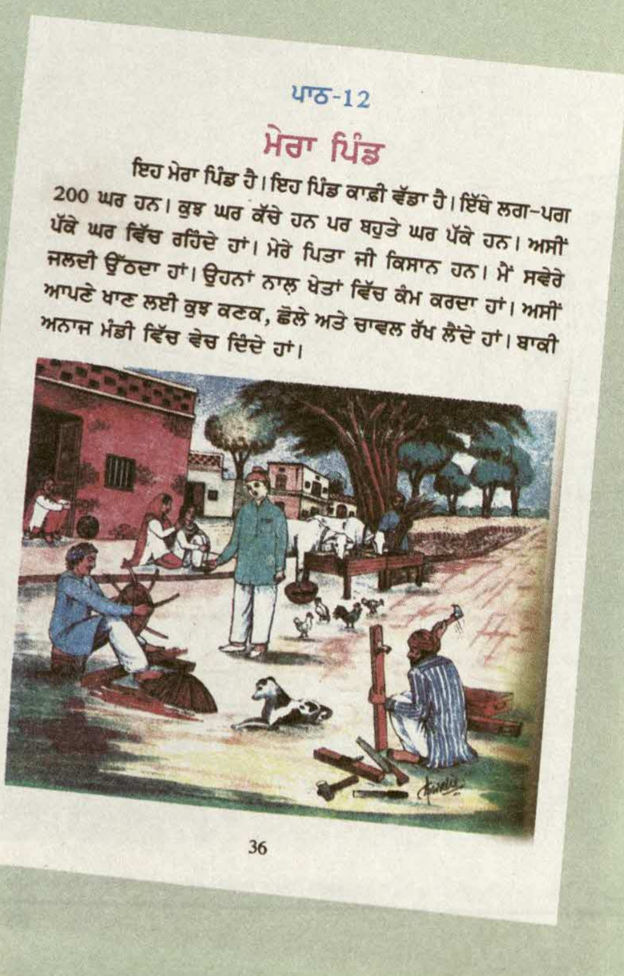
District	Pre- school	Out of school	Private school	Std 1-2 : Learning levels			Std 3-5 : Learning levels		
	% Children (Age 3-4) in **Anganwadi** or **other pre-school**	% Children (Age 6-14) **Out of school**	% Children (Age 6-14) in **Private school**	% Children (Std 1-2) who **CAN READ** letters, words or more in **OWN LANGUAGE**	% Children (Std 1-2) who **CAN RECOGNIZE NUMBERS** (1-9) or more	% Children (Std 1-2) who **CAN READ** letters or more in **ENGLISH**	% Children (Std 3-5) who **CAN READ** Level 1 (Std 1) text or more in **OWN LANGUAGE**	% Children (Std 3-5) who **CAN SUBTRACT** or do more	% Children (Std 3-5) who **CAN READ** sentences in **ENGLISH**
Uttarkashi	79.1	1.3	20.7	76.5	77.2	61.4	68.3	61.9	21.7
Chamoli	87.5	0.3	8.6	84.6	87.5	74.1	72.8	71.3	40.3
Rudraprayag	71.1	0.3	16.9	85.0	82.3	73.7	75.4	69.6	24.8
Tehri Garhwal	66.7	0.8	20.5	75.4	68.8	45.0	75.1	63.7	15.1
Dehradun*		2.6	33.1	74.5	75.7	63.2	67.6	56.0	39.9
Pauri Garhwal	84.4	0.7	22.2	82.4	87.6	73.7	78.1	71.1	35.8
Pithoragarh	89.3	1.1	18.8	78.4	75.7	56.5	77.1	67.3	35.4
Bageshwar	64.4	1.6	21.8	89.2	87.9	75.5	79.3	69.0	52.2
Almora	61.0	0.4	13.0	76.3	73.0	69.4	72.0	65.4	18.3
Champawat	52.9	0.8	13.1	80.6	81.0	73.6	84.7	77.5	41.4
Nainital*		2.1	20.5	84.0	86.8	77.4	81.7	77.9	67.7
Udham Singh Nagar	76.7	6.8	30.4	79.2	81.2	60.9	62.3	60.2	18.0
Haridwar	92.6	3.5	43.3	76.4	78.2	66.7	63.7	58.1	16.6
Total	**76.2**	**2.2**	**25.0**	**79.2**	**79.4**	**65.6**	**71.7**	**65.1**	**28.9**



* Blank cells indicate insufficient data.



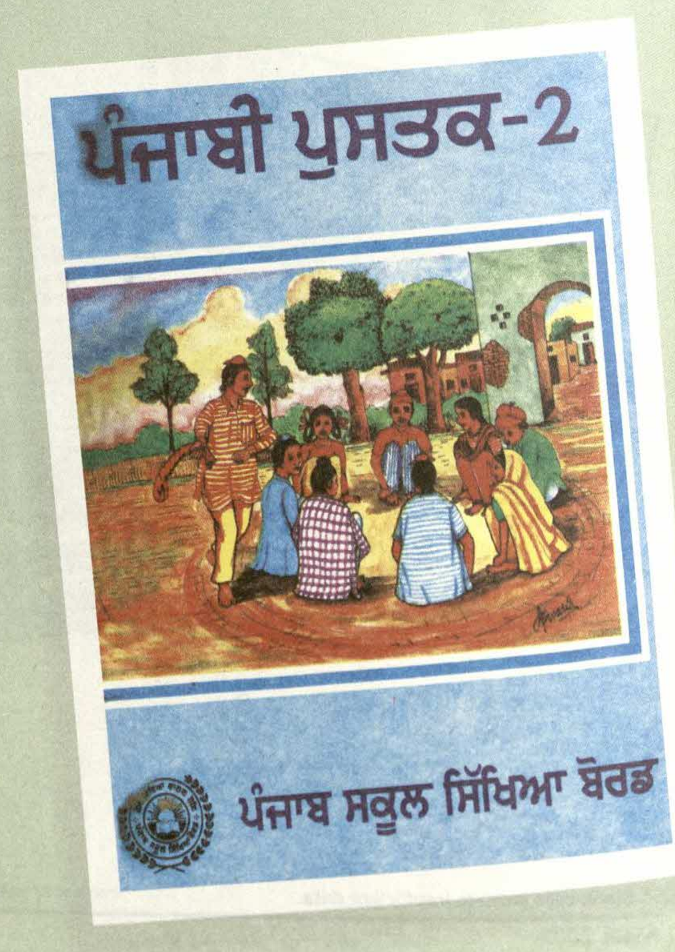



ਪਾਠ-12

ਮੇਰਾ ਪਿੰਡ

ਇਹ ਮੇਰਾ ਪਿੰਡ ਹੈ। ਇਹ ਪਿੰਡ ਕਾਫ਼ੀ ਵੱਡਾ ਹੈ। ਇੱਥੇ ਲਗ-ਪਗ 200 ਘਰ ਹਨ। ਕੁਝ ਘਰ ਕੱਚੇ ਹਨ ਪਰ ਬਹੁਤੇ ਘਰ ਪੱਕੇ ਹਨ। ਅਸੀਂ ਪੱਕੇ ਘਰ ਵਿੱਚ ਰਹਿੰਦੇ ਹਾਂ। ਮੇਰੇ ਪਿਤਾ ਜੀ ਕਿਸਾਨ ਹਨ। ਮੈਂ ਸਵੇਰੇ ਜਲਦੀ ਉੱਠਦਾ ਹਾਂ। ਉਹਨਾਂ ਨਾਲ਼ ਖੇਤਾਂ ਵਿੱਚ ਕੰਮ ਕਰਦਾ ਹਾਂ। ਅਸੀਂ ਆਪਣੇ ਖਾਣ ਲਈ ਕੁਝ ਕਣਕ, ਛੋਲੇ ਅਤੇ ਚਾਵਲ ਰੱਖ ਲੈਂਦੇ ਹਾਂ। ਬਾਕੀ ਅਨਾਜ ਮੰਡੀ ਵਿੱਚ ਵੇਚ ਦਿੰਦੇ ਹਾਂ।

36



PUNJAB RURAL

All analysis based on data from 19 out of 19 districts

Enrollment

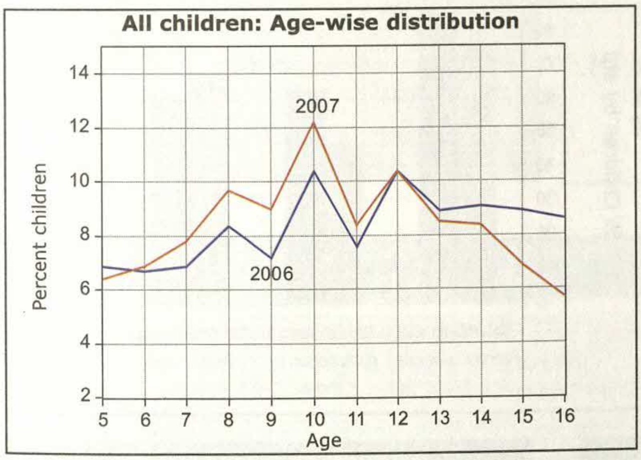
School enrollment and out of school children 2006 vs. 2007

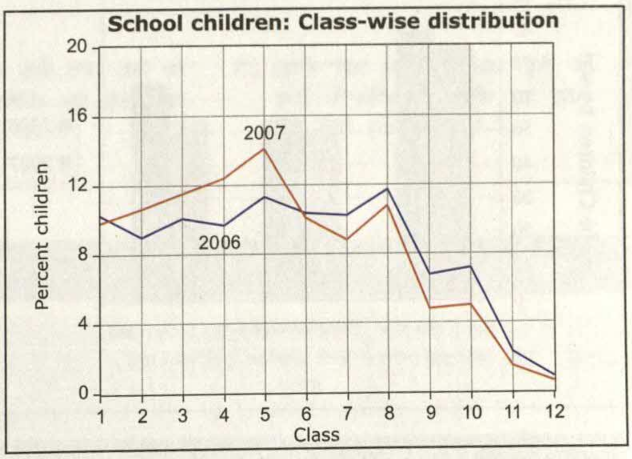
	2006					2007				
	% Children in each age group in different types of schools			% Out of school		% Children in each age group in different types of schools			% Out of school	
	Govt.	Pvt.	Other (Madarsa + EGS)	Not in School	Total	Govt.	Pvt.	Other (Madarsa + EGS)	Not in School	Total
Age: 6 -14 ALL	54.9	41.5	0.4	3.2	100	64.5	31.8	0.7	2.9	100
Age: 7-16 ALL	57.5	37.2	0.3	5.0	100	64.3	30.5	0.6	4.6	100
Age: 7- 10 ALL	50.7	46.7	0.5	2.0	100	64.2	33.1	0.7	2.0	100
Age: 7-10 BOYS	47.8	49.6	0.6	2.1	100	61.9	35.4	0.6	2.0	100
Age: 7-10 GIRLS	55.0	42.6	0.5	2.0	100	67.4	30.0	0.7	2.0	100
Age: 11-14 ALL	61.4	34.0	0.2	4.4	100	66.9	28.4	0.6	4.2	100
Age: 11-14 BOYS	58.8	37.1	0.2	3.9	100	65.7	30.1	0.6	3.7	100
Age: 11-14 GIRLS	64.6	30.2	0.2	5.0	100	68.5	26.2	0.5	4.9	100
Age: 15-16 ALL	62.3	25.9	0.0	11.8	100	57.0	28.5	0.8	13.8	100
Age: 15-16 BOYS	61.8	26.4	0.0	11.8	100	56.7	29.6	0.7	13.0	100
Age: 15-16 GIRLS	62.9	25.4	0.0	11.7	100	57.4	27.0	0.8	14.8	100

Note: "Not in school" includes children who have never gone to school or have dropped out.

Age and Class

Age-wise and class-wise distribution of children in sample





Young Children

In pre-school (Balwadi/Anganwadi) or in school 2006 vs. 2007

	2006						2007					
	% Children						% Children					
	In balwadi or anganwadi	In School			Not going anywhere	Total	In balwadi or anganwadi	In School			Not going anywhere	Total
		Govt.	Pvt.	Other School				Govt.	Pvt.	Other School		
Age: 3 ALL	54.5				45.5	100	69.3				30.7	100
Age: 4 ALL	71.4				28.6	100	78.5				21.5	100
Age: 5 ALL	21.2	22.8	46.1	1.1	8.8	100	19.2	34.2	39.7	1.3	5.7	100
Age: 6 ALL	3.8	37.3	54.7	0.5	3.6	100	4.9	50.2	40.9	1.8	2.3	100

Learning Level

Reading level: % Children who can read

Std.	Nothing	Letter	Word	Level 1 (Std 1) Text	Level 2 (Std 2 text)	Total
I	19.9	47.4	22.0	4.7	6.0	100
II	6.2	28.9	37.7	14.3	13.0	100
III	2.9	15.0	28.4	24.4	29.4	100
IV	2.0	8.5	17.7	24.2	47.6	100
V	0.9	4.9	9.0	20.5	64.7	100
VI	0.8	4.7	7.3	14.3	73.0	100
VII	0.5	2.4	4.8	10.2	82.2	100
VIII	0.2	1.6	2.8	6.8	88.6	100
Total	3.9	13.6	16.3	15.6	50.6	100

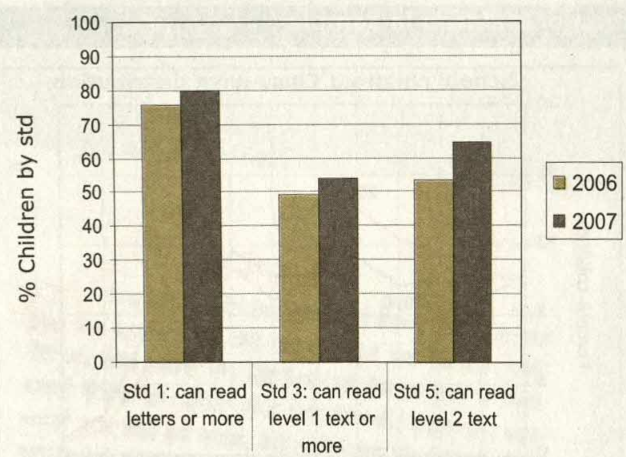
Arithmetic level: % Children who can

Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	10-99			
I	22.3	44.3	20.6	7.1	5.7	100
II	9.4	32.6	29.5	17.8	10.7	100
III	3.8	19.7	24.3	31.7	20.4	100
IV	2.3	11.1	17.1	31.2	38.4	100
V	1.7	6.7	9.9	27.7	54.1	100
VI	1.3	5.0	8.9	21.6	63.3	100
VII	0.6	3.5	5.0	16.7	74.2	100
VIII	0.3	2.4	3.5	12.0	81.9	100
Total	4.9	15.2	14.9	21.5	43.5	100

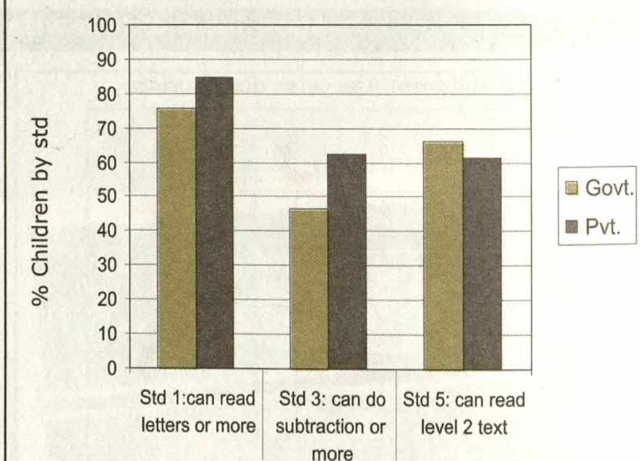
Only subtraction and division data comparable with previous ASER.

Comparisons

ASER 2006 & 2007 : Reading Levels - All Schools



ASER 2007 : Govt. vs Pvt. Schools



English reading level: % Children who

Std.	Cannot read capital letters	Can read capital letters	Can read small letters	Can read simple words	Can read easy sentences	Total
I	32.3	32.7	18.7	10.4	5.9	100
II	19.8	27.3	25.5	17.7	9.7	100
III	12.8	19.2	25.3	24.6	18.1	100
IV	8.6	13.7	17.8	30.8	29.2	100
V	4.9	9.4	12.8	29.8	43.2	100
VI	3.3	8.4	10.1	24.8	53.4	100
VII	2.5	4.3	5.9	20.2	67.1	100
VIII	1.7	3.7	4.4	13.4	76.8	100
Total	10.4	14.7	15.3	22.1	37.6	100

English comprehension

Std.	Of those who can read words, % who can tell meaning of the words	Of those who can read sentences, % who can tell meaning of sentences
I	49.0	86.5
II	64.6	88.4
III	57.7	89.2
IV	65.3	83.3
V	64.2	88.2
VI	70.8	90.4
VII	66.3	90.3
VIII	71.6	92.7
Total	64.4	89.6

Comprehension & Problem solving

Ability of children by reading level to read and answer orally

Children in age group : 6 to 10

Reading level	% Children in specific reading level	% at each level who can orally answer questions	
		based on Std 1 level text only	based on Std 2 level text
Word	23.0	14.5	7.8
Std 1 level text	18.7	72.5	38.8
Std 2 level text	35.1	94.4	90.0

Children in age group : 11 to 14

Reading level	% Children in specific reading level	% at each level who can orally answer questions	
		based on Std 1 level text only	based on Std 2 level text
Word	7.1	36.2	24.3
Std 1 level text	13.2	81.2	51.4
Std 2 level text	74.8	97.5	94.4

Ability of children by age to listen to a subtraction problem and answer

In-school children

Age group	% Children who can solve		
	None	Simple problem only	Both problems
6 to 8	67.2	3.5	28.0
9 to 10	32.0	4.7	61.7
11 to 14	12.9	3.5	82.2

Children not in-school

Age group	% Children who can solve		
	None	Simple problem only	Both problems
6 to 8	87.1	2.2	8.4
9 to 10	69.0	4.5	22.5
11 to 14	54.7	3.4	39.7

ਅੱਜ ਮੇਰੇ ਮਾਮਾ ਜੀ ਆਏ।
ਉਹ ਫਲ ਲੈ ਕੇ ਆਏ।
ਕੇਲੇ ਬਹੁਤ ਮਿੱਠੇ ਸਨ।
ਸੇਬ ਵੀ ਬਹੁਤ ਸਵਾਦ ਸਨ।

1) ਮਾਮਾ ਜੀ ਕੀ ਲੈ ਕੇ ਆਏ ?
2) ਅੱਜ ਸਾਡੇ ਘਰ ਕੌਣ ਆਇਆ ?

ਮੇਰੀ ਭੈਣ ਕੰਚਨ ਮੇਰੇ ਨਾਲੋਂ ਤਿੰਨ ਸਾਲ ਛੋਟੀ ਹੈ। ਉਹ ਸਕੂਲ ਨਹੀ ਜਾਂਦੀ, ਉਹ ਘਰੇ ਖੇਡਦੀ ਰਹਿੰਦੀ ਹੈ। ਮੇਰੀਆਂ ਕਿਤਾਬਾਂ ਦੇਖਦੀ ਰਹਿੰਦੀ ਹੈ। ਮੈ ਆਪਣੀ ਭੈਣ ਨਾਲ ਖੇਡਦਾ ਹਾਂ। ਰੱਖੜੀ ਵਾਲੇ ਦਿਨ ਉਹ ਮੇਰੇ ਰੱਖੜੀ ਬੰਨ੍ਹਦੀ ਹੈ। ਮੈ ਉਸਨੂੰ ਪੈਸੇ ਦਿੰਦਾ ਹਾਂ ਤੇ ਉਹ ਮੈਨੂੰ ਬਰਫ਼ੀ ਖਿਲਾਉਂਦੀ ਹੈ। ਅਸੀ ਇਕ ਦੂਜੇ ਨੂੰ ਬਹੁਤ ਪਿਆਰ ਕਰਦੇ ਹਾਂ।

3) ਕੰਚਨ ਆਪਣੇ ਭਰਾ ਨੂੰ ਕੀ ਖਵਾਉਂਦੀ ਹੈ ?
4) ਕੰਚਨ ਸਾਰਾ ਦਿਨ ਕੀ ਕਰਦੀ ਰਹਿੰਦੀ ਹੈ ?

(1) ਤੁਹਾਡੇ ਕੋਲ 50 ਰੁਪਏ ਹਨ। ਤੁਸੀ 35 ਰੁਪਏ ਦੇ ਜੁੱਤੇ ਖਰੀਦੇ। ਹੁਣ ਤੁਹਾਡੇ ਕੋਲ ਕਿੰਨੇ ਰੁਪਏ ਬਚੇ ਹਨ ?

(2) ਤੁਹਾਡੇ ਕੋਲ 50 ਰੁਪਏ ਹਨ। ਤੁਸੀ 28 ਰੁਪਏ ਦੀ ਮਠਿਆਈ ਖਰੀਦੀ। ਹੁਣ ਤੁਹਾਡੇ ਕੋਲ ਕਿੰਨੇ ਰੁਪਏ ਬਚੇ ਹਨ ?

Ability of children by arithmetic level to listen to a subtraction problem and answer

Children in age group : 6 to 10

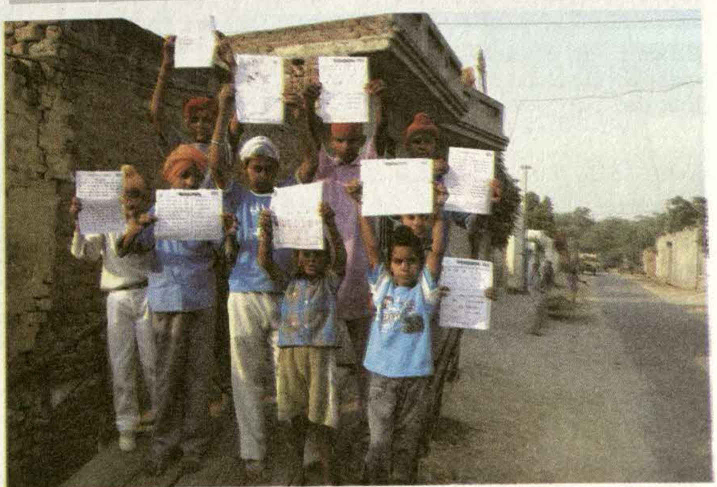
Arithmetic level	% Children in specific arithmetic level	% Children in specific arithmetic level who can solve		
		None	Simple problem only	Both problems
Number recognition 10-99	20.5	81.4	5.1	12.2
Subtraction	24.1	29.7	8.3	59.6
Division	28.6	8.5	2.0	88.3

Children in age group : 11 to 14

Arithmetic level	% Children in specific arithmetic level	% Children in specific arithmetic level who can solve		
		None	Simple problem only	Both problems
Number recognition 10-99	7.7	56.8	6.7	34.6
Subtraction	19.8	16.2	9.2	71.0
Division	66.0	1.6	1.5	96.2

School going children attending tuition class

Std.	% Children							
	I	II	III	IV	V	VI	VII	VIII
Govt. school	9.1	11.7	13.8	13.6	16.2	14.6	12.7	20.4
Pvt. school	22.8	20.9	23.0	30.9	28.7	20.7	26.2	29.6



School Observations: Schools visited - Primary (Std 1-4/5): 358; Primary+Upper-primary (Std 1-8): 48

Teacher attendance	2005		2007	
	Std. 1-4/5 185	Std. 1-8 82	Std. 1-4/5 345	Std. 1-8 47
% teachers attending (average)	76.5	74.2	85.3	87.1
% schools with no teacher present	6.3	7.6	0.0	0.0
% schools with all teachers present	48.0	21.5	55.7	46.5

Children's attendance	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
% enrolled children attending (average)	90.0	87.2	80.6	81.5
% schools with less than 50% enrolled children attending	2.2	0.0	4.1	2.2
% schools with 75% and more enrolled children attending	80.0	89.2	72.5	77.8

Pupil teacher ratio (median)	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
Based on children enrolled & teachers appointed	32.2	26.2	31.9	26.9
Based on children & teachers present	35.5	28.5	29.4	24.0

School grants and teacher grants	2006		2007*	
	Std. 2	Std. 4	Std. 2	Std. 4
	% Schools			
Teacher received TLM grant	70.7	68.9	54.0	53.6
School received school maintenance grant	87.4		65.1	

Water/toilet and midday meal	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
	% Schools			
Schools with no water provision	5.4	2.4	4.0	2.1
Schools with water provision but water not available	12.5	16.7	11.5	6.3
Schools with water provision and water available	82.1	81.0	84.5	91.7
Schools with no toilet provision	5.6	0.0	3.4	0.0
Schools with toilet provision but not being used	8.9	7.3	7.3	0.0
Schools with toilet provision and use	85.6	92.7	89.3	100.0
Schools with midday meal being served on that day	20.5	9.8	83.2	89.6

Multigrade classes	2007	
	Std. 1-4/5	Std. 1-8
Schools in which...	% Schools	
Std II class sits with another class	48.8	36.2
Std IV class sits with another class	37.9	36.4

Over 90% classes that were visited have blackboards. In over 90% of these classes, most children have textbooks, notebooks and pen or pencil.

Please note that while 2005 data was collected during ASER 2005, 2006 data reported in the Grants table was collected in ASER 2007 by asking for last year's grant information to the respondent.

Note: ASER 2007 survey was carried out in October and November 2007. One govt. school with primary grades was visited in the sampled village. If there was more than one govt. school with primary grades, then the school with the highest enrollment was visited. Hence the schools visited in the survey do not represent a random sample from the district. The school visits were generally done either on a Saturday or a Monday.

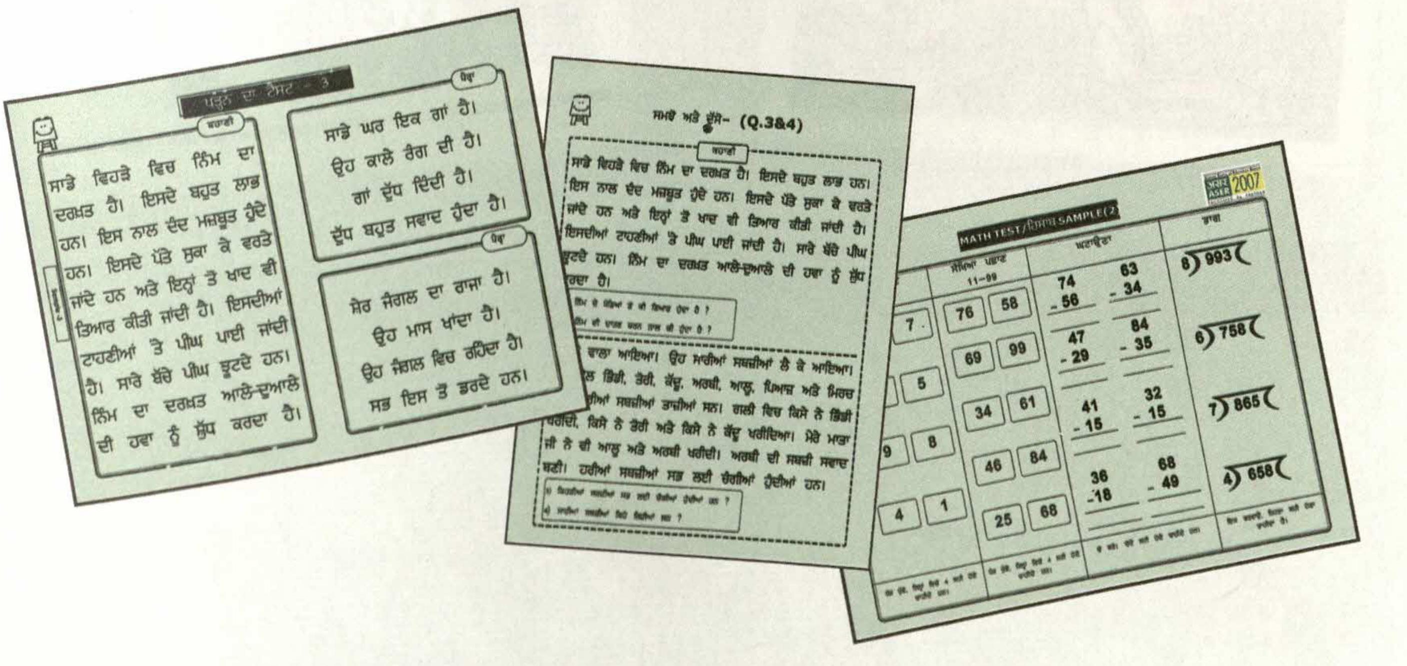
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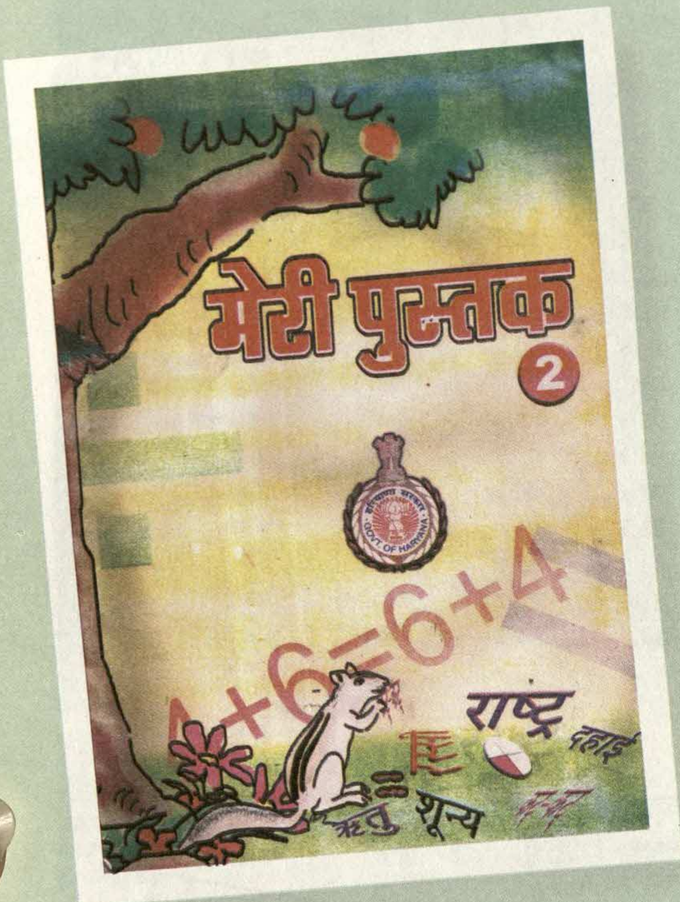
*Grants for 2007 may be lower than 2006 since the survey was conducted in the middle of the year.

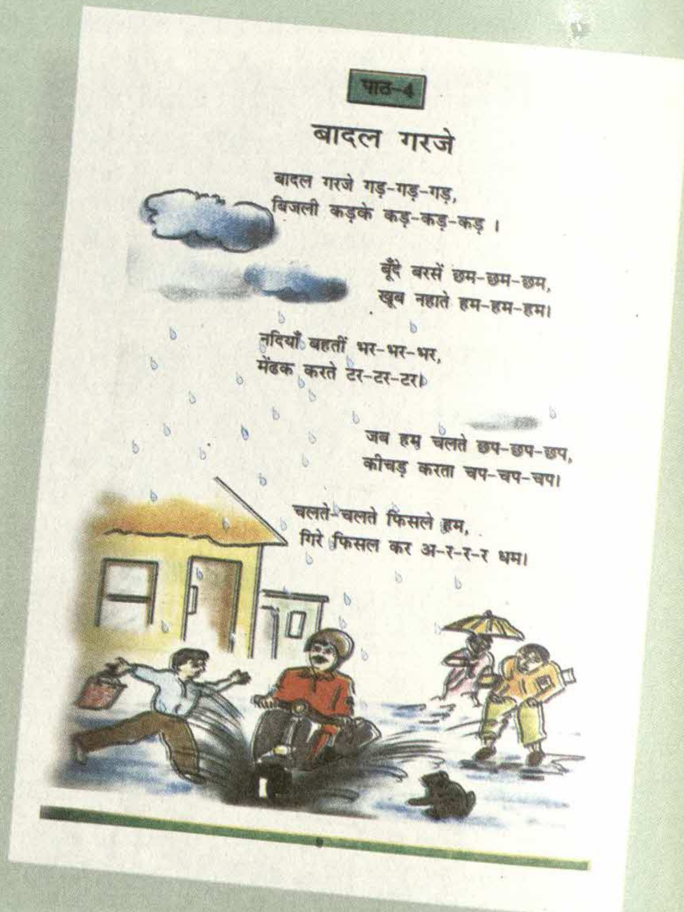
Performance of districts

District	Pre- school: % Children (Age 3-4) in **Anganwadi** or **other pre-school**	Out of school: % Children (Age 6-14) **Out of school**	Private school: % Children (Age 6-14) in **Private school**	Std 1-2 : Learning levels: % Children (Std 1-2) who **CAN READ** letters, words or more in **OWN LANGUAGE**	Std 1-2 : Learning levels: % Children (Std 1-2) who **CAN RECOGNIZE NUMBERS** (1-9) or more	Std 1-2 : Learning levels: % Children (Std 1-2) who **CAN READ** letters or more in **ENGLISH**	Std 3-5 : Learning levels: % Children (Std 3-5) who **CAN READ** Level 1 (Std 1) text or more in **OWN LANGUAGE**	Std 3-5 : Learning levels: % Children (Std 3-5) who **CAN SUBTRACT** or do more	Std 3-5 : Learning levels: % Children (Std 3-5) who **CAN READ** sentences in **ENGLISH**
Bhatinda	60.2	3.7	36.3	95.7	91.9	80.8	84.7	84.9	47.1
Faridkot	76.8	5.7	39.3	91.4	90.9	83.2	55.2	60.3	10.2
Fatehgarh Sahib	76.9	1.8	35.4	88.0	85.5	84.2	75.5	72.8	32.0
Firozpur	91.6	8.8	28.4	82.3	82.7	68.4	58.3	62.1	20.9
Gurdaspur	93.3	1.1	38.7	91.8	86.8	84.1	87.9	86.6	35.9
Hoshiarpur	72.1	1.0	17.4	92.8	88.7	85.4	71.6	65.1	22.8
Jalandhar	57.5	6.2	36.4	95.8	92.4	90.4	72.5	72.3	29.9
Kapurthala	54.4	2.8	38.9	80.5	78.8	68.7	52.6	47.7	28.8
Ludhiana	62.5	1.6	20.4	80.5	67.5	50.3	77.1	75.2	36.5
Mansa	53.7	3.2	38.2	90.3	88.0	77.6	72.8	68.7	36.9
Moga	77.4	4.5	34.6	92.9	91.6	87.2	81.8	74.3	48.0
Muktsar	71.4	3.9	29.2	87.3	91.6	80.9	73.4	71.6	34.7
Nawashehar	93.8	0.7	6.3	93.1	86.1	77.1	73.1	71.7	32.2
Sangrur*		0.5	32.2	98.2	96.3	88.8	91.3	91.3	45.6
SAS Nagar	77.3	1.2	35.6	95.2	94.2	93.7	71.7	70.6	43.4
Patiala	53.5	4.4	40.8	73.3	78.2	60.2	66.5	49.8	23.9
Rupnagar	80.6	0.3	40.4	92.9	88.3	84.4	81.9	86.7	33.6
Amritsar*		4.4	34.2	93.4	90.5	82.2	50.8	46.1	20.7
Tarn Taran	60.3	0.5	41.4	61.5	63.8	34.2	27.8	26.9	4.3
Total	**73.2**	**2.9**	**31.8**	**87.2**	**84.5**	**74.3**	**71.4**	**68.9**	**31.1**



* Blank cells indicate insufficient data.




पाठ-4

बादल गरजे

बादल गरजे गड़-गड़-गड़,
बिजली कड़के कड़-कड़-कड़ ।

बूँदें बरसें छम-छम-छम,
खूब नहाते हम-हम-हम।

नदियाँ बहतीं भर-भर-भर,
मेंढक करते टर-टर-टर।

जब हम चलते छप-छप-छप,
कीचड़ करता चप-चप-चप।

चलते-चलते फिसले हम,
गिरे फिसल कर अ-र-र-र धम।

HARYANA RURAL

All analysis based on data from 20 out of 20 districts

Enrollment

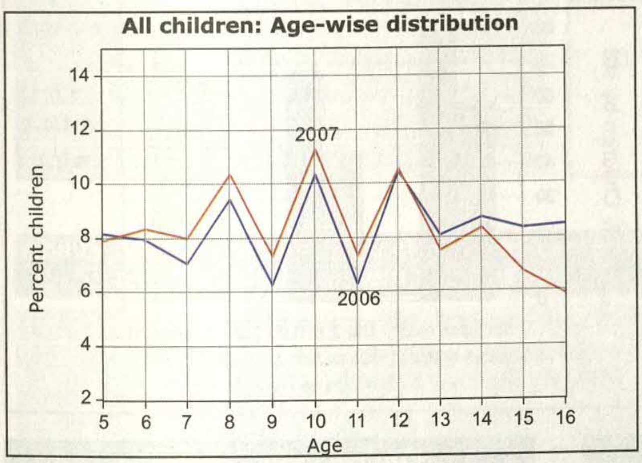
School enrollment and out of school children 2006 vs. 2007

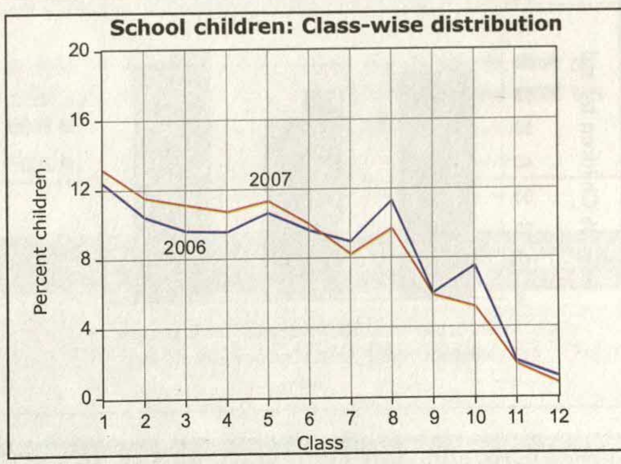
	2006 % Children in each age group in different types of schools: Govt.	Pvt.	Other (Madarsa + EGS)	2006 % Out of school: Not in School	Total	2007 % Children in each age group in different types of schools: Govt.	Pvt.	Other (Madarsa + EGS)	2007 % Out of school: Not in School	Total
Age: 6 -14 ALL	51.3	43.1	0.7	4.9	100	59.9	36.0	0.5	3.6	100
Age: 7-16 ALL	52.3	40.3	0.6	6.8	100	59.4	34.6	0.4	5.6	100
Age: 7- 10 ALL	50.2	45.8	0.9	3.2	100	60.5	36.9	0.5	2.2	100
Age: 7-10 BOYS	46.2	51.2	0.4	2.2	100	56.6	41.3	0.4	1.7	100
Age: 7-10 GIRLS	55.5	38.7	1.5	4.4	100	65.5	31.2	0.5	2.7	100
Age: 11-14 ALL	54.5	38.8	0.5	6.2	100	60.4	33.5	0.5	5.6	100
Age: 11-14 BOYS	51.5	43.7	0.2	4.6	100	57.6	37.7	0.4	4.4	100
Age: 11-14 GIRLS	58.5	32.4	0.8	8.4	100	64.0	28.4	0.6	7.0	100
Age: 15-16 ALL	51.9	32.4	0.6	15.1	100	53.2	30.8	0.3	15.7	100
Age: 15-16 BOYS	51.9	35.2	0.4	12.5	100	52.6	33.4	0.1	13.9	100
Age: 15-16 GIRLS	51.9	27.8	1.0	19.4	100	54.2	27.2	0.5	18.2	100

Note: "Not in school" includes children who have never gone to school or have dropped out.

Age and Class

Age-wise and class-wise distribution of children in sample





Young Children

In pre-school (Balwadi/Anganwadi) or in school 2006 vs. 2007

	2006 % Children: In balwadi or anganwadi	In School: Govt.	Pvt.	Other School	Not going anywhere	Total	2007 % Children: In balwadi or anganwadi	In School: Govt.	Pvt.	Other School	Not going anywhere	Total
Age: 3 ALL	72.3				27.7	100	77.5				22.5	100
Age: 4 ALL	75.4				24.6	100	76.5				23.5	100
Age: 5 ALL	31.4	20.9	35.6	0.9	11.2	100	17.0	36.6	37.3	1.0	8.2	100
Age: 6 ALL	2.1	41.2	49.0	1.1	6.6	100	3.4	51.5	40.5	0.5	4.2	100

Learning Level

Reading level: % Children who can read

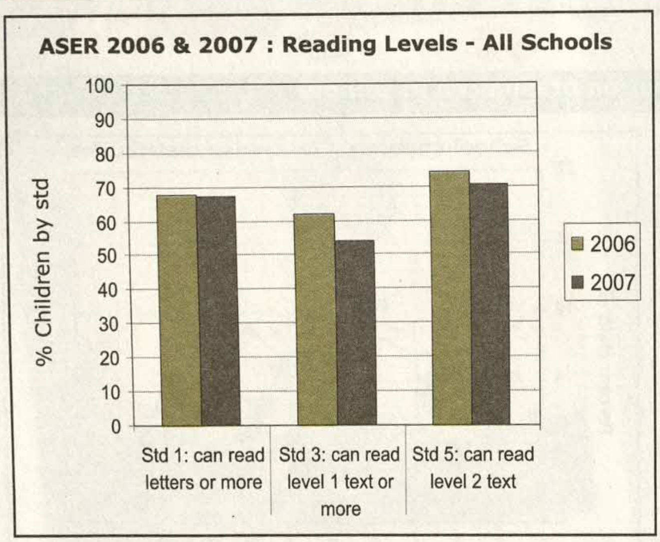
Std.	Nothing	Letter	Word	Level 1 (Std 1) Text	Level 2 (Std 2 text)	Total
I	32.7	40.5	16.2	4.2	6.4	100
II	11.0	27.2	30.4	15.3	16.2	100
III	5.1	16.0	24.8	22.6	31.5	100
IV	2.6	6.7	16.3	23.7	50.8	100
V	1.6	3.0	7.5	17.4	70.5	100
VI	1.0	1.3	3.9	11.3	82.5	100
VII	1.0	1.2	1.9	7.2	88.7	100
VIII	0.5	0.7	1.4	5.5	92.0	100
Total	7.9	13.4	13.6	13.5	51.7	100

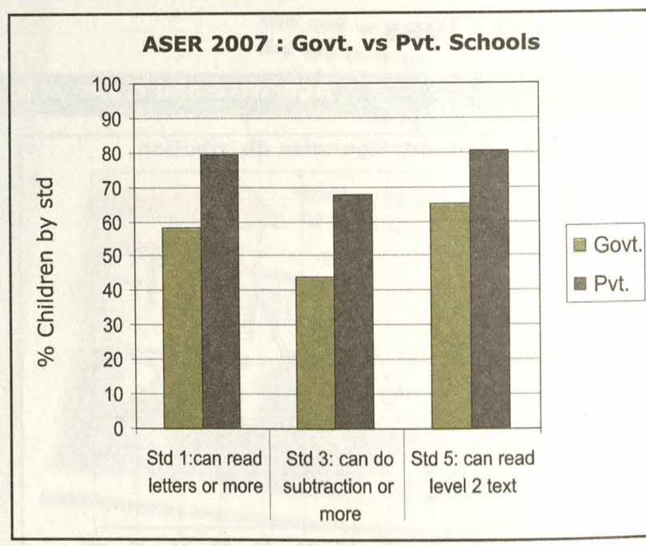
Arithmetic level: % Children who can

Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	10-99			
I	30.6	38.6	21.2	4.9	4.8	100
II	11.2	27.3	32.2	17.8	11.6	100
III	5.7	14.2	27.4	27.8	25.0	100
IV	3.4	7.1	15.5	30.4	43.7	100
V	2.1	3.5	8.9	24.2	61.3	100
VI	1.3	1.9	5.1	17.5	74.3	100
VII	1.0	1.2	3.6	13.2	81.1	100
VIII	0.5	0.7	2.1	8.7	88.0	100
Total	7.8	13.0	15.3	18.0	45.8	100

Only subtraction and division data comparable with previous ASER.

Comparisons





English reading level: % Children who

Std.	Cannot read capital letters	Can read capital letters	Can read small letters	Can read simple words	Can read easy sentences	Total
I	45.1	27.6	15.5	6.8	5.0	100
II	23.9	26.2	22.3	16.1	11.4	100
III	15.4	19.3	20.9	23.9	20.5	100
IV	9.2	12.6	18.8	26.4	33.0	100
V	6.2	8.1	13.1	24.6	47.9	100
VI	3.3	3.8	9.5	21.6	61.8	100
VII	1.9	3.2	7.3	15.0	72.5	100
VIII	1.2	1.7	3.9	12.4	80.9	100
Total	14.6	13.7	14.4	18.2	39.0	100

English comprehension

Std.	Of those who can read words, % who can tell meaning of the words	Of those who can read sentences, % who can tell meaning of sentences
I	42.3	81.8
II	43.7	81.3
III	48.7	81.6
IV	58.0	84.5
V	53.3	85.3
VI	59.8	87.7
VII	61.4	91.5
VIII	53.2	90.2
Total	53.2	87.5

Comprehension & Problem solving

Ability of children by reading level to read and answer orally

Children in age group : 6 to 10

Reading level	% Children in specific reading level	% at each level who can orally answer questions	
		based on Std 1 level text only	based on Std 2 level text
Word	19.3	7.0	4.6
Std 1 level text	16.6	55.2	28.4
Std 2 level text	36.6	91.1	88.2

Children in age group : 11 to 14

Reading level	% Children in specific reading level	% at each level who can orally answer questions	
		based on Std 1 level text only	based on Std 2 level text
Word	4.8	16.7	12.7
Std 1 level text	11.0	68.6	35.2
Std 2 level text	80.2	95.5	93.6

Ability of children by age to listen to a subtraction problem and answer

In-school children

Age group	% Children who can solve		
	None	Simple problem only	Both problems
6 to 8	69.3	3.2	26.9
9 to 10	36.3	4.2	58.8
11 to 14	16.0	3.7	79.7

Children not in-school

Age group	% Children who can solve		
	None	Simple problem only	Both problems
6 to 8	91.0	0.5	7.2
9 to 10	72.7	2.7	24.6
11 to 14	59.4	1.8	38.2

बरसात का मौसम है।
खूब पानी बरस रहा है।
चारों ओर पानी है।
हम सब पानी में खेलेंगे।

प्र.1 हम सब पानी में क्या करेंगे?
प्र.2 कौनसा मौसम है?

सावन का महीना था। आसमान में बहुत से काले बादल छाये थे। ठंडी- ठंडी हवा चल रही थी। मैंने सोचा, ''आज झूला झूलते हैं।'' बड़े भैया एक मोटी सी रस्सी लेकर आए। हमने उसे पेड़ से लटका कर झूला बनाया। सब ने मिलकर खूब झूला झूला। बहुत सारे बच्चे आकर मज़े से खेलने लगे। खेलते-खेलते रात हो गई।

प्र.3 बड़े भैया क्या लेकर आए?
प्र.4 हमने झूला कैसे बनाया?

(1) आपके पास 50 रूपये हैं। आपने 35 रूपये के जूते खरीदे। अब आपके पास कितने रूपये बचे हैं?

(2) आपके पास 50 रूपये हैं। आपने 23 रूपये के फल खरीदे। अब आपके पास कितने रूपये बचे हैं?

Ability of children by arithmetic level to listen to a subtraction problem and answer

Children in age group : 6 to 10

Arithmetic level	% Children in specific arithmetic level	% Children in specific arithmetic level who can solve		
		None	Simple problem only	Both problems
Number recognition 10-99	21.1	87.2	3.8	8.5
Subtraction	21.0	45.4	8.4	44.5
Division	30.9	6.7	2.6	90.4

Children in age group : 11 to 14

Arithmetic level	% Children in specific arithmetic level	% Children in specific arithmetic level who can solve		
		None	Simple problem only	Both problems
Number recognition 10-99	6.0	72.8	5.2	20.2
Subtraction	16.6	35.8	10.8	52.1
Division	73.1	3.0	2.1	94.7

School going children attending tuition class

Std.	% Children							
	I	II	III	IV	V	VI	VII	VIII
Govt. school	5.1	5.2	7.2	7.3	9.6	7.6	6.2	10.7
Pvt. school	11.0	11.1	14.2	14.2	17.0	16.7	16.4	19.5



School Observations: Schools visited - Primary (Std 1-4/5): 302; Primary+Upper-primary (Std 1-8): 79

Teacher attendance	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
% teachers attending (average)	75.3	73.6	92.5	89.5
% schools with no teacher present	2.2	1.9	0.0	0.0
% schools with all teachers present	34.8	18.9	73.6	63.4

Children's attendance	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
% enrolled children attending (average)	81.4	82.5	82.0	84.9
% schools with less than 50% enrolled children attending	1.9	0.9	2.5	0.0
% schools with 75% and more enrolled children attending	74.5	81.7	80.8	85.5

Pupil teacher ratio (median)	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
Based on children enrolled & teachers appointed	36.6	32.1	36.7	29.2
Based on children & teachers present	37.3	34.4	32.4	29.2

School grants and teacher grants	2006		2007*	
	Std. 2	Std. 4	Std. 2	Std. 4
	% Schools			
Teacher received TLM grant	87.1	86.3	67.9	68.9
School received school maintenance grant	90.8		71.9	

Water/toilet and midday meal	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
	% Schools			
Schools with no water provision	18.4	8.6	11.9	11.7
Schools with water provision but water not available	10.2	5.7	6.5	7.8
Schools with water provision and water available	71.4	85.7	81.6	80.5
Schools with no toilet provision	10.4	3.8	5.0	7.8
Schools with toilet provision but not being used	21.6	24.8	11.4	16.9
Schools with toilet provision and use	67.9	71.4	83.6	75.3
Schools with midday meal being served on that day	82.7	70.9	97.3	94.9

Multigrade classes	2007	
	Std. 1-4/5	Std. 1-8
Schools in which...	% Schools	
Std II class sits with another class	38.2	26.7
Std IV class sits with another class	29.8	21.9

Over 90% classes that were visited have blackboards. In over 90% of these classes, most children have textbooks, notebooks and pen or pencil.

Please note that while 2005 data was collected during ASER 2005, 2006 data reported in the Grants table was collected in ASER 2007 by asking for last year's grant information to the respondent.

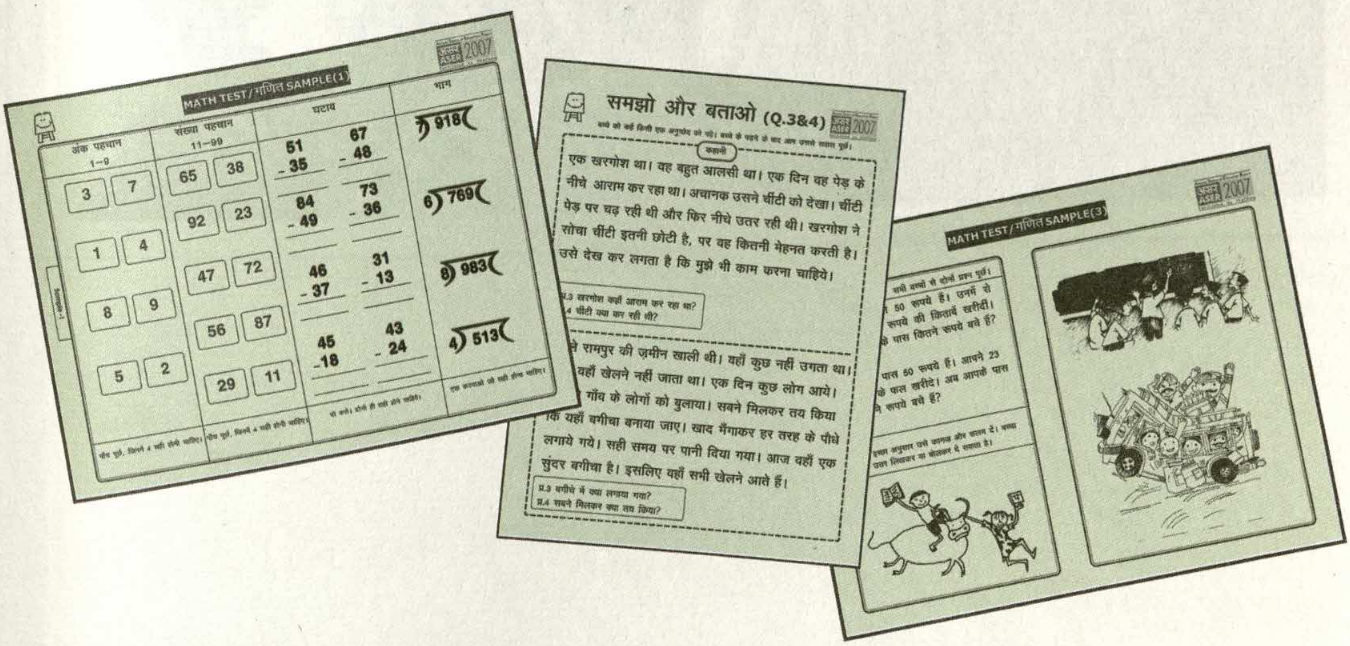
Note: ASER 2007 survey was carried out in October and November 2007. One govt. school with primary grades was visited in the sampled village. If there was more than one govt. school with primary grades, then the school with the highest enrollment was visited. Hence the schools visited in the survey do not represent a random sample from the district. The school visits were generally done either on a Saturday or a Monday.

विद्यालय का नाम राजकिय मह विद्यालय
नाम आरती कुमारी बगी 5 मी
दिवाली के दिन पिताजी ने 50 रुपये दिये
इसमें से आपने 19 रुपये के पटाखे खरीदे
अब आपके पास कितने रुपये बचे
50
-19
32

*Grants for 2007 may be lower than 2006 since the survey was conducted in the middle of the year.

Performance of districts

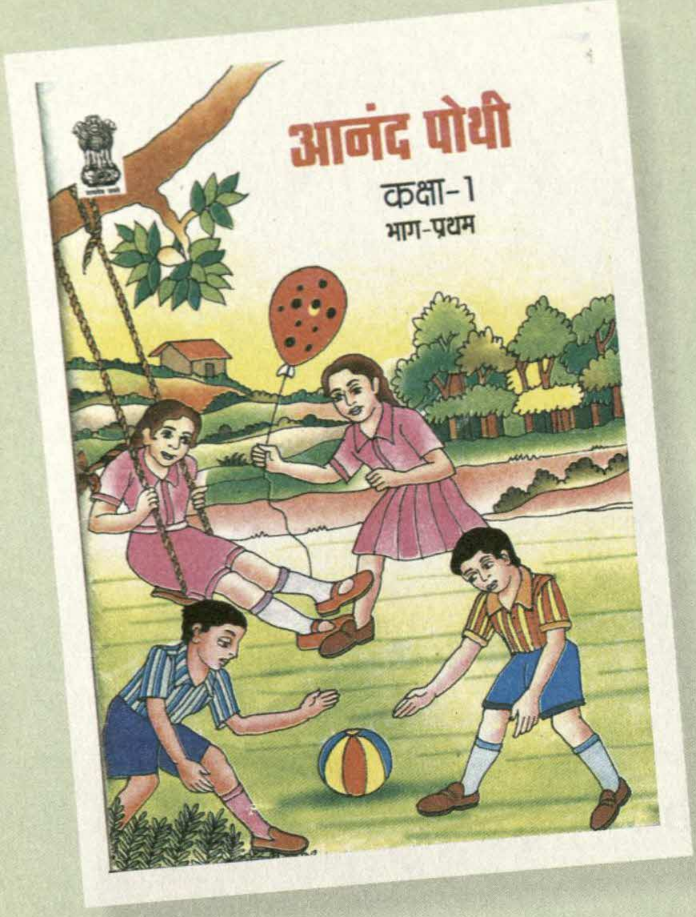
District	Pre- school	Out of school	Private school	Std 1-2 : Learning levels			Std 3-5 : Learning levels		
	% Children (Age 3-4) in **Anganwadi** or **other pre-school**	% Children (Age 6-14) **Out of school**	% Children (Age 6-14) in **Private school**	% Children (Std 1-2) who **CAN READ** letters, words or more in **OWN LANGUAGE**	% Children (Std 1-2) who **CAN RECOGNIZE NUMBERS** (1-9) or more	% Children (Std 1-2) who **CAN READ** letters or more in **ENGLISH**	% Children (Std 3-5) who **CAN READ** Level 1 (Std 1) text or more in **OWN LANGUAGE**	% Children (Std 3-5) who **CAN SUBTRACT** or do more	% Children (Std 3-5) who **CAN READ** sentences in **ENGLISH**
Ambala	82.6	1.0	40.3	81.6	84.2	72.0	62.9	65.1	29.5
Bhiwani*		2.7	37.7	84.4	80.5	60.4	73.4	74.9	36.0
Fatehabad	96.3	3.2	34.5	66.9	72.1	44.1	68.4	61.2	15.2
Hisar*		3.0	38.2	71.8	75.6	70.5	71.8	70.7	28.8
Jhajjar	94.2	0.7	45.3	84.7	87.2	74.2	79.4	76.5	42.1
Jind	81.8	2.6	31.0	78.3	69.7	59.1	66.4	65.0	28.9
Kaithal	83.3	3.0	40.2	84.0	83.1	77.5	69.2	73.9	44.8
Karnal	83.6	4.3	29.7	72.5	76.3	57.0	62.9	61.6	14.0
Kurukshetra*		2.1	37.3	80.4	83.6	82.9	67.5	67.6	51.3
Mahendragarh	90.6	1.8	42.2	76.8	78.2	64.9	79.7	77.8	47.2
Panchkula	93.6	1.6	20.3	88.3	94.4	87.2	81.7	93.4	34.4
Panipat*		1.7	38.4	85.1	87.4	74.9	81.1	74.9	36.3
Rewari	83.8	1.4	44.7	89.0	89.0	74.2	87.4	87.2	62.4
Rohtak*		2.0	48.1	87.5	87.4	81.7	75.6	73.1	42.0
Sirsa	63.0	4.5	31.8	85.4	85.6	67.5	70.9	72.4	35.3
Sonipat	90.8	1.9	45.5	95.7	93.4	89.4	85.6	86.7	51.4
Yamunanagar	74.1	3.9	32.2	68.4	76.8	51.0	67.5	65.8	30.4
Mewat	39.6	14.9	14.4	58.7	61.4	42.3	58.8	47.7	16.0
Faridabad	50.3	4.0	45.3	65.2	67.3	55.9	75.1	75.4	27.3
Gurgaon	83.4	3.0	25.7	78.6	79.1	54.7	78.1	76.7	14.3
Total	**77.1**	**3.6**	**36.0**	**77.5**	**78.6**	**64.9**	**72.2**	**70.9**	**33.9**

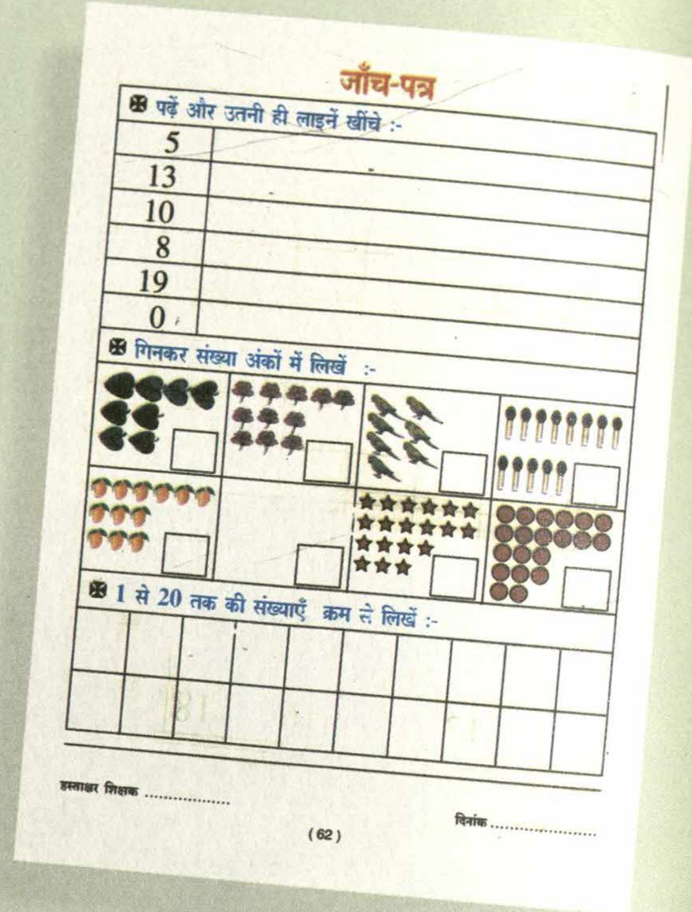


* Blank cells indicate insufficient data.


"कर्म ही पूजा है"।
"विद्यालय को स्वच्छ रखें"

Rajasthan
Bihar
West Bengal
Jharkhand
Uttar Pradesh





जाँच-पत्र

✠ पढ़ें और उतनी ही लाइनें खींचे :-

5	
13	
10	
8	
19	
0	

✠ गिनकर संख्या अंकों में लिखें :-

✠ 1 से 20 तक की संख्याएँ क्रम से लिखें :-

हस्ताक्षर शिक्षक ....

दिनांक ....

(62)



पाठ-7

फैले उजियारा

सूरज चँदा और सितारे,
रहे गगन में मीलों दूर।
धरती से देखें हम इनको,
करें रोशनी ये भरपूर।

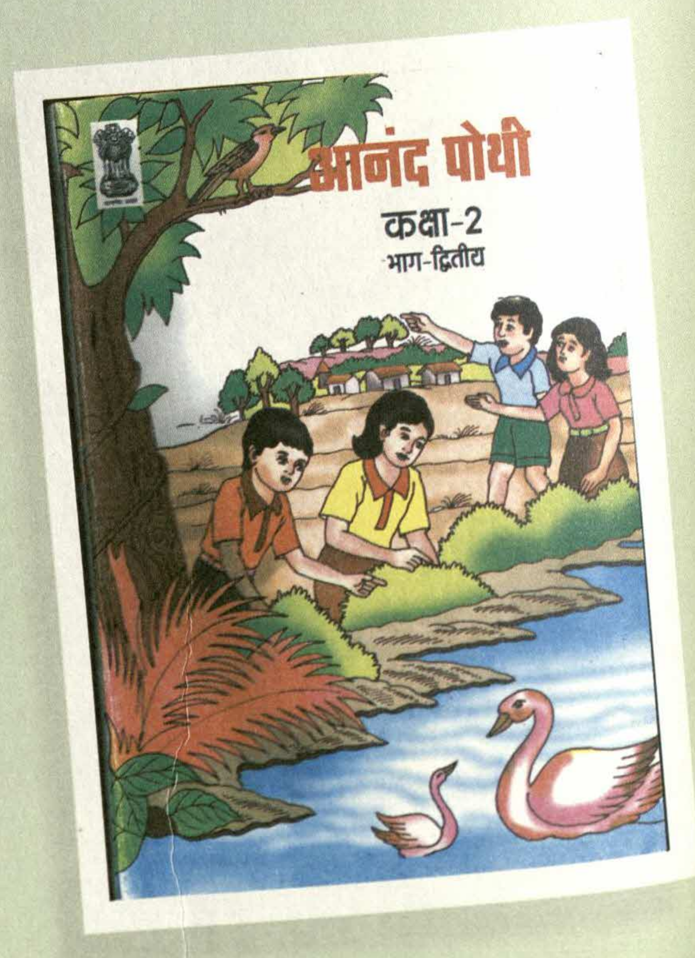
रोज सुबह सूरज उगने पर,
खिले धूप, फैले उजियारा।
साँझ पड़े इसके छिपने पर,
हो जाता है अंधियारा।

कभी शाम से, कभी रात में,
बढ़ता घटता दिखता चाँद।
फैलाकर शीतल किरणों को,
करे चाँदनी उजला चाँद।

रात हुई, लो आसमान में
लगे चमकने तारे।
छोटे-बड़े, कहीं झुंड में,
राह दिखाते सारे।

सूर्योदय के आधार पर दिशाओं की जानकारी दें। सूरज, चाँद, तारों के चित्र बनवाएँ। कविता हाव-भाव के साथ बोलें एवं बालकों से बोलवाएँ।

26



RAJASTHAN RURAL

All analysis based on data from 32 out of 32 districts

Enrollment

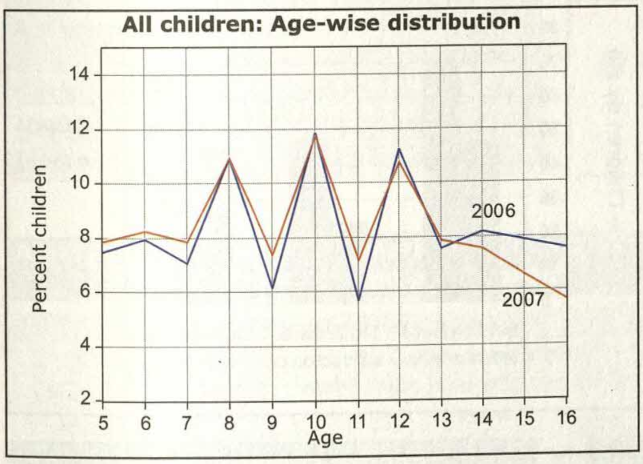
School enrollment and out of school children 2006 vs. 2007

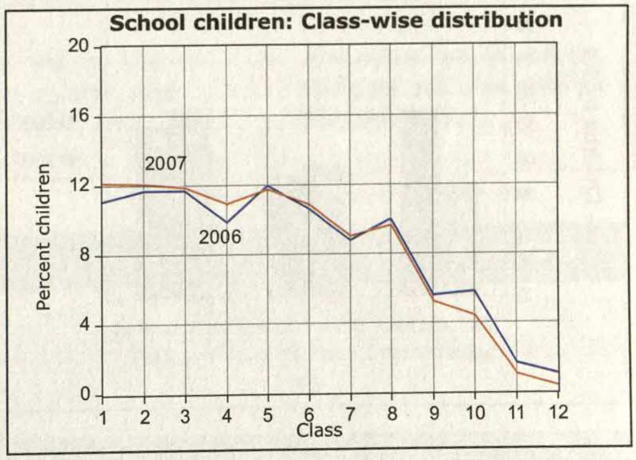
	2006					2007				
	% Children in each age group in different types of schools			% Out of school		% Children in each age group in different types of schools			% Out of school	
	Govt.	Pvt.	Other (Madarsa + EGS)	Not in School	Total	Govt.	Pvt.	Other (Madarsa + EGS)	Not in School	Total
Age: 6 -14 ALL	63.6	25.2	0.4	10.8	100	66.3	26.7	0.4	6.5	100
Age: 7-16 ALL	62.7	23.1	0.3	13.9	100	64.7	25.3	0.4	9.6	100
Age: 7- 10 ALL	63.3	28.3	0.5	8.0	100	66.7	28.5	0.6	4.3	100
Age: 7-10 BOYS	62.8	31.1	0.5	5.7	100	65.0	31.6	0.5	2.9	100
Age: 7-10 GIRLS	64.0	24.6	0.5	11.0	100	68.9	24.4	0.7	6.0	100
Age: 11-14 ALL	64.8	21.0	0.3	13.9	100	66.4	23.7	0.2	9.7	100
Age: 11-14 BOYS	66.1	23.7	0.3	9.9	100	67.2	26.3	0.2	6.3	100
Age: 11-14 GIRLS	63.1	17.1	0.2	19.6	100	65.3	20.0	0.4	14.4	100
Age: 15-16 ALL	56.8	15.2	0.1	27.8	100	54.0	19.6	0.3	26.2	100
Age: 15-16 BOYS	60.5	16.8	0.0	22.6	100	56.0	21.3	0.3	22.4	100
Age: 15-16 GIRLS	49.8	12.2	0.3	37.7	100	50.7	16.7	0.4	32.2	100

Note: "Not in school" includes children who have never gone to school or have dropped out.

Age and Class

Age-wise and class-wise distribution of children in sample





Young Children

In pre-school (Balwadi/Anganwadi) or in school 2006 vs. 2007

	2006						2007					
	% Children						% Children					
	In balwadi or anganwadi	In School			Not going anywhere	Total	In balwadi or anganwadi	In School			Not going anywhere	Total
		Govt.	Pvt.	Other School				Govt.	Pvt.	Other School		
Age: 3 ALL	63.3				36.7	100	60.1				39.9	100
Age: 4 ALL	68.7				31.3	100	60.8				39.2	100
Age: 5 ALL	6.0	48.5	22.2	0.3	23.0	100	11.7	48.6	30.1	1.1	8.6	100
Age: 6 ALL	0.8	59.4	28.6	0.3	10.9	100	3.2	60.5	29.6	0.6	6.0	100

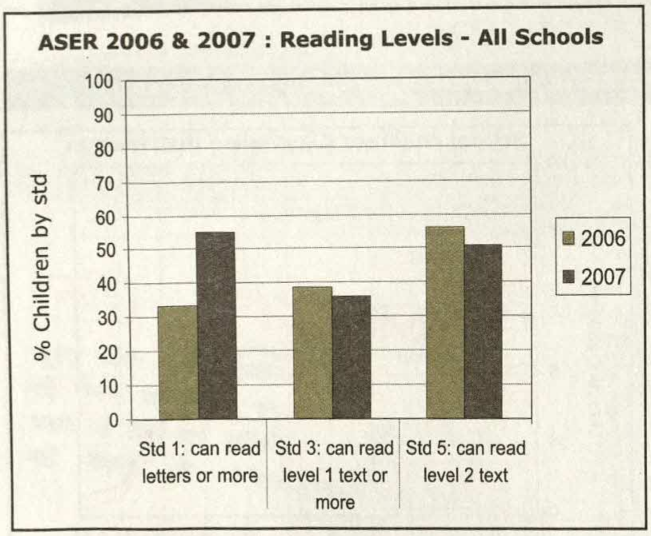
Learning Level

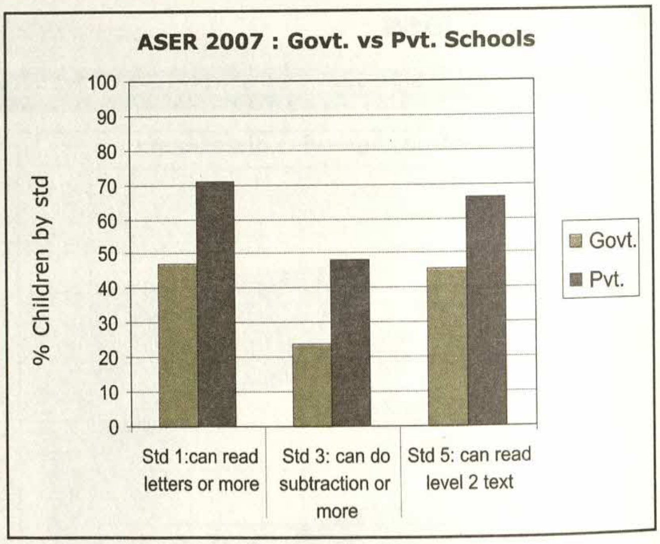
Reading level: % Children who can read						
Std.	Nothing	Letter	Word	Level 1 (Std 1) Text	Level 2 (Std 2 text)	Total
I	45.0	43.0	8.6	1.8	1.6	100
II	16.0	42.5	29.1	7.5	5.0	100
III	5.8	22.7	35.7	20.8	15.0	100
IV	2.3	11.5	25.2	28.8	32.2	100
V	1.2	5.9	15.7	26.3	50.9	100
VI	0.7	2.9	7.7	19.5	69.3	100
VII	0.4	1.0	2.9	13.6	82.1	100
VIII	0.1	0.9	1.7	6.6	90.6	100
Total	9.6	17.4	16.6	15.7	40.8	100

Arithmetic level: % Children who can						
Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	10-99			
I	42.2	43.7	12.0	1.3	0.8	100
II	16.2	42.3	30.8	8.5	2.1	100
III	7.1	25.7	36.6	23.0	7.5	100
IV	3.4	13.9	30.1	31.8	20.9	100
V	1.7	7.5	20.6	33.2	37.1	100
VI	1.0	4.5	14.6	27.3	52.7	100
VII	0.6	2.0	7.9	22.2	67.2	100
VIII	0.2	1.3	4.5	14.9	79.2	100
Total	9.6	18.6	20.3	20.2	31.3	100

Only subtraction and division data comparable with previous ASER.

Comparisons





English reading level: % Children who						
Std.	Cannot read capital letters	Can read capital letters	Can read small letters	Can read simple words	Can read easy sentences	Total
I	64.0	25.7	7.3	2.3	0.7	100
II	40.4	32.7	18.0	7.5	1.4	100
III	23.1	29.3	23.3	20.0	4.2	100
IV	12.6	22.1	22.9	30.1	12.3	100
V	7.8	14.5	19.6	36.9	21.2	100
VI	4.2	9.9	13.7	35.7	36.5	100
VII	2.3	4.9	8.5	31.6	52.8	100
VIII	0.8	2.8	5.0	21.9	69.4	100
Total	20.4	18.5	15.2	22.9	23.0	100

English comprehension		
Std.	Of those who can read words, % who can tell meaning of the words	Of those who can read sentences, % who can tell meaning of sentences
I	44.3	56.8
II	54.1	69.5
III	56.1	74.3
IV	63.1	75.3
V	63.4	74.0
VI	63.2	80.5
VII	64.0	80.9
VIII	65.6	86.5
Total	62.1	81.2

Comprehension & Problem solving

Ability of children by reading level to read and answer orally

Children in age group : 6 to 10			
Reading level	% Children in specific reading level	% at each level who can orally answer questions: based on Std 1 level text only	% at each level who can orally answer questions: based on Std 2 level text
Word	22.8	10.1	5.3
Std 1 level text	17.3	60.3	18.6
Std 2 level text	25.1	89.3	81.7

Children in age group : 11 to 14			
Reading level	% Children in specific reading level	% at each level who can orally answer questions: based on Std 1 level text only	% at each level who can orally answer questions: based on Std 2 level text
Word	8.3	19.3	10.6
Std 1 level text	16.3	69.1	30.3
Std 2 level text	70.6	94.5	89.8

Ability of children by age to listen to a subtraction problem and answer

In-school children			
Age group	% Children who can solve: None	Simple problem only	Both problems
6 to 8	75.6	5.4	17.6
9 to 10	42.8	9.0	46.4
11 to 14	19.1	7.1	72.1

Children not in-school			
Age group	% Children who can solve: None	Simple problem only	Both problems
6 to 8	93.1	0.9	5.3
9 to 10	76.2	5.3	18.5
11 to 14	50.8	7.0	39.9

बरसात का मौसम है।
खूब पानी बरस रहा है।
चारों ओर पानी है।
हम सब पानी में खेलेंगे।

प्र.1 हम सब पानी में क्या करेंगे?
प्र.2 कौनसा मौसम है?

एक खरगोश था। वह बहुत आलसी था। एक दिन वह पेड़ के नीचे आराम कर रहा था। अचानक उसने चींटी को देखा। चींटी पेड़ पर चढ़ रही थी और फिर नीचे उतर रही थी। खरगोश ने सोचा चींटी इतनी छोटी है, पर वह कितनी मेहनत करती है। उसे देख कर लगता है कि मुझे भी काम करना चाहिये।

प्र.3 खरगोश कहाँ आराम कर रहा था?
प्र.4 चींटी क्या कर रही थी?

(1) आपके पास 50 रूपये हैं। उनमें से आपने 25 रूपये की किताबें खरीदीं। अब आपके पास कितने रूपये बचे हैं?

(2) आपके पास 50 रूपये हैं। आपने 23 रूपये के फल खरीदे। अब आपके पास कितने रूपये बचे हैं?

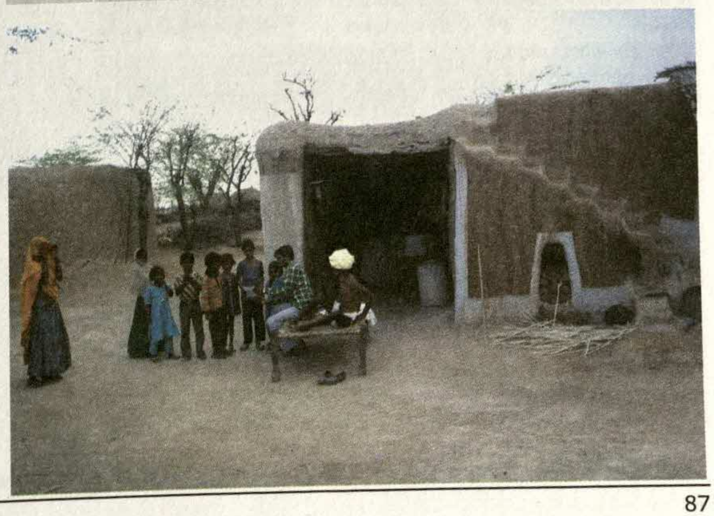
Ability of children by arithmetic level to listen to a subtraction problem and answer

Children in age group : 6 to 10				
Arithmetic level	% Children in specific arithmetic level	% Children in specific arithmetic level who can solve: None	Simple problem only	Both problems
Number recognition 10-99	26.0	77.9	7.8	12.5
Subtraction	20.3	34.7	15.0	47.0
Division	17.1	6.2	5.2	87.4

Children in age group : 11 to 14				
Arithmetic level	% Children in specific arithmetic level	% Children in specific arithmetic level who can solve: None	Simple problem only	Both problems
Number recognition 10-99	13.3	60.0	11.4	26.4
Subtraction	23.9	22.8	13.9	60.3
Division	56.8	2.8	3.7	92.5

School going children attending tuition class

Std.	I	II	III	IV	V	VI	VII	VIII
% Children								
Govt. school	1.5	2.1	2.5	3.0	3.6	3.9	5.8	8.9
Pvt. school	6.8	8.8	9.2	11.2	11.1	13.6	13.1	19.6



School Observations: Schools visited - Primary (Std 1-4/5): 365; Primary+Upper-primary (Std 1-8): 449

Teacher attendance	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
% teachers attending (average)	80.7	79.2	91.6	85.4
% schools with no teacher present	5.4	1.8	0.3	0.8
% schools with all teachers present	55.8	37.5	75.0	49.6

Children's attendance	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
% enrolled children attending (average)	71.3	75.2	67.3	72.4
% schools with less than 50% enrolled children attending	11.8	4.4	14.9	9.1
% schools with 75% and more enrolled children attending	49.2	56.0	40.1	53.2

Pupil teacher ratio (median)	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
Based on children enrolled & teachers appointed	40.1	35.5	35.7	37.1
Based on children & teachers present	33.4	33.8	26.0	29.6

School grants and teacher grants	2006		2007*	
	Std. 2	Std. 4	Std. 2	Std. 4
	% Schools			
Teacher received TLM grant	72.6	71.1	61.1	59.8
School received school maintenance grant	73.9		49.9	

Water/toilet and midday meal	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
	% Schools			
Schools with no water provision	26.6	27.2	21.1	15.1
Schools with water provision but water not available	8.4	11.6	9.2	8.5
Schools with water provision and water available	65.0	61.2	69.7	76.4
Schools with no toilet provision	23.4	15.4	14.7	4.3
Schools with toilet provision but not being used	17.4	16.5	16.7	15.1
Schools with toilet provision and use	59.2	68.1	68.6	80.6
Schools with midday meal being served on that day	81.8	83.9	98.9	98.4

Multigrade classes	2007	
	Std. 1-4/5	Std. 1-8
Schools in which...	% Schools	
Std II class sits with another class	68.2	64.5
Std IV class sits with another class	53.0	46.2

Over 90% classes that were visited have blackboards. In over 90% of these classes, most children have textbooks, notebooks and pen or pencil.

Please note that while 2005 data was collected during ASER 2005, 2006 data reported in the Grants table was collected in ASER 2007 by asking for last year's grant information to the respondent.

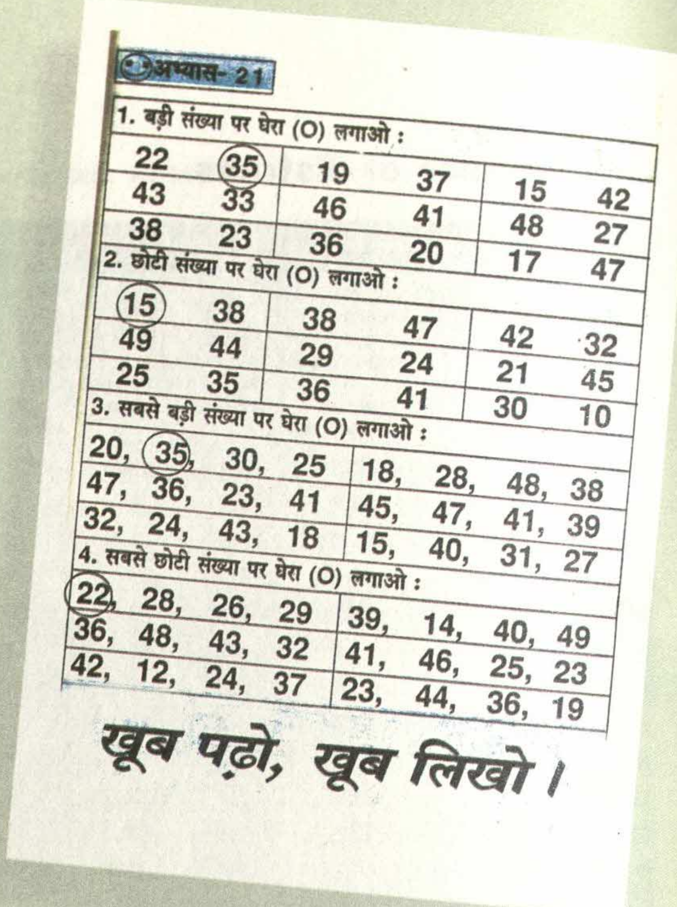
Note: ASER 2007 survey was carried out in October and November 2007. One govt. school with primary grades was visited in the sampled village. If there was more than one govt. school with primary grades, then the school with the highest enrollment was visited. Hence the schools visited in the survey do not represent a random sample from the district. The school visits were generally done either on a Saturday or a Monday.

*Grants for 2007 may be lower than 2006 since the survey was conducted in the middle of the year.

Performance of districts

	Pre- school	Out of school	Private school	Std 1-2 : Learning levels			Std 3-5 : Learning levels		
District	% Children (Age 3-4) in **Anganwadi** or **other pre-school**	% Children (Age 6-14) **Out of school**	% Children (Age 6-14) in **Private school**	% Children (Std 1-2) who **CAN READ** letters, words or more in **OWN LANGUAGE**	% Children (Std 1-2) who **CAN RECOGNIZE NUMBERS** (1-9) or more	% Children (Std 1-2) who **CAN READ** letters or more in **ENGLISH**	% Children (Std 3-5) who **CAN READ** Level 1 (Std 1) text or more in **OWN LANGUAGE**	% Children (Std 3-5) who **CAN SUBTRACT** or do more	% Children (Std 3-5) who **CAN READ** sentences in **ENGLISH**
Ajmer	72.5	8.2	17.5	64.2	67.8	48.9	58.4	46.6	9.0
Alwar	66.7	5.0	36.3	71.3	74.1	52.9	66.8	65.4	23.6
Banswara	75.0	10.5	11.0	52.0	57.1	33.7	30.6	17.4	2.3
Baran	65.2	6.2	23.1	61.2	65.9	39.3	47.9	47.1	8.8
Barmer	55.1	9.0	3.8	63.3	62.1	52.7	66.7	66.2	31.6
Bharatpur	49.0	6.2	46.3	64.0	66.7	57.5	60.4	59.4	23.5
Bhilwara	71.6	5.4	9.6	87.4	85.3	55.0	60.1	51.4	10.8
Bikaner	53.4	14.1	26.7	60.1	58.6	32.7	57.4	41.1	7.7
Bundi	58.5	5.4	19.7	78.2	78.1	51.8	53.2	51.5	9.2
Chittaurgarh	81.0	5.2	12.5	67.7	64.5	33.5	51.2	42.2	6.7
Churu	72.5	7.8	43.2	61.5	58.0	33.0	52.7	42.1	7.2
Dausa	49.0	3.4	31.1	71.4	69.1	45.1	64.9	57.7	16.1
Dhaulpur	56.9	5.5	28.2	68.5	73.1	48.7	51.2	49.5	12.6
Dungarpur	62.8	9.1	10.2	79.8	81.4	46.2	48.6	38.2	4.2
Ganganagar	48.9	6.3	32.2	87.7	88.1	69.4	76.5	80.9	14.1
Hanumangarh	78.8	2.7	35.7	77.3	75.1	52.6	73.5	58.1	15.9
Jaipur	45.5	2.3	38.8	71.5	75.5	51.6	67.9	64.3	15.5
Jaisalmer	63.6	14.3	4.0	60.5	67.8	40.7	53.5	46.7	8.8
Jalor	71.5	9.6	13.1	58.7	55.7	34.6	55.4	48.5	8.9
Jhalawar	75.6	10.2	17.7	67.2	68.0	40.3	49.9	42.2	8.6
Jhunjhunu	44.6	1.6	48.5	76.2	76.0	56.1	72.4	65.2	23.8
Jodhpur	56.0	9.9	24.3	69.3	68.0	53.7	58.4	45.3	12.9
Karauli	43.1	5.9	32.9	64.0	68.3	47.6	52.2	50.0	8.1
Kota	40.9	3.2	47.2	68.5	71.8	47.5	50.4	45.0	11.7
Nagaur	40.5	5.6	37.0	67.1	65.5	46.6	57.4	48.9	10.6
Pali	62.7	7.3	19.3	63.5	70.0	38.1	50.4	43.7	8.6
Rajasamand	87.3	3.5	8.2	82.4	82.0	67.4	63.3	45.8	5.8
Sawai Madhopur	56.5	5.8	26.6	75.5	75.8	56.4	50.8	54.0	16.4
Sikar	54.7	2.1	47.6	87.4	88.9	72.7	64.4	64.2	8.3
Sirohi	62.5	11.2	13.2	63.8	64.9	37.6	44.1	41.9	10.0
Tonk	65.0	7.0	34.6	70.1	74.7	53.9	55.7	48.8	13.4
Udaipur	56.8	10.1	10.7	66.1	69.4	31.6	52.4	37.3	8.4
Total	**60.5**	**6.5**	**26.7**	**69.6**	**70.9**	**47.9**	**57.9**	**51.1**	**12.6**





अभ्यास- 21

1. बड़ी संख्या पर घेरा (O) लगाओ :

22	(35)	19	37	15	42
43	33	46	41	48	27
38	23	36	20	17	47

2. छोटी संख्या पर घेरा (O) लगाओ :

(15)	38	38	47	42	32
49	44	29	24	21	45
25	35	36	41	30	10

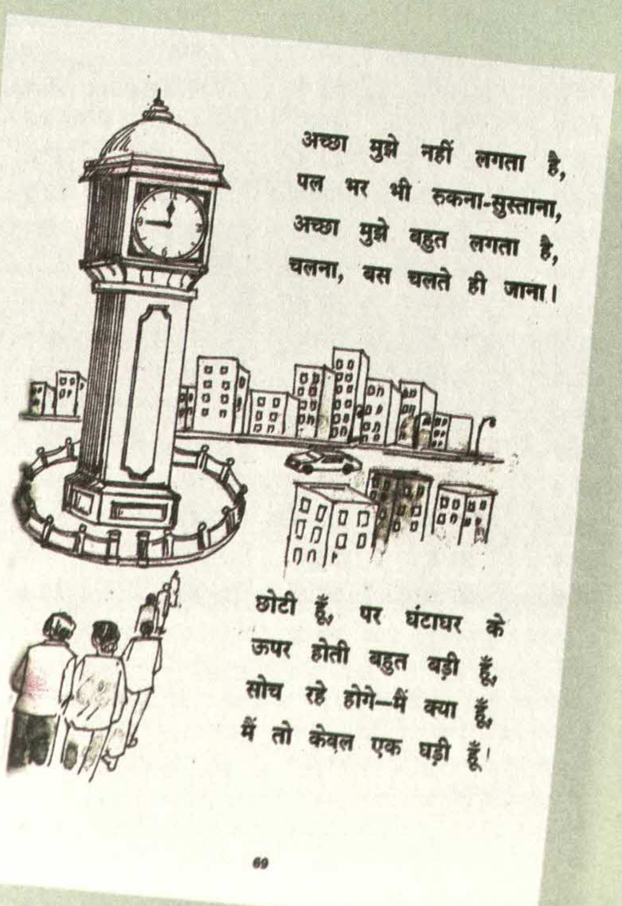
3. सबसे बड़ी संख्या पर घेरा (O) लगाओ :

20, (35), 30, 25	18, 28, 48, 38
47, 36, 23, 41	45, 47, 41, 39
32, 24, 43, 18	15, 40, 31, 27

4. सबसे छोटी संख्या पर घेरा (O) लगाओ :

(22), 28, 26, 29	39, 14, 40, 49
36, 48, 43, 32	41, 46, 25, 23
42, 12, 24, 37	23, 44, 36, 19

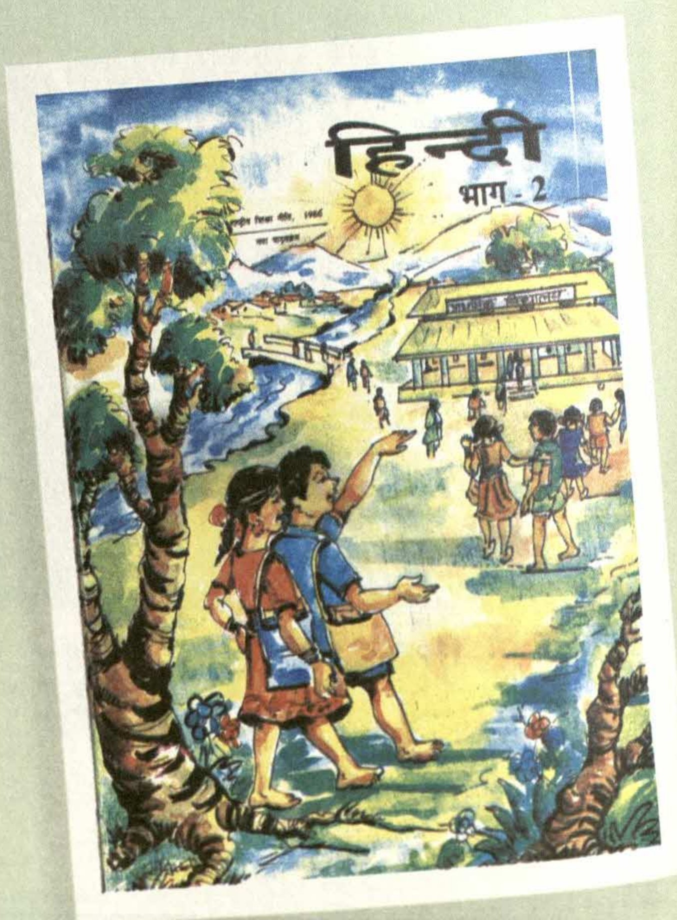
खूब पढ़ो, खूब लिखो।



अच्छा मुझे नहीं लगता है,
पल भर भी रुकना-सुस्ताना,
अच्छा मुझे बहुत लगता है,
चलना, बस चलते ही जाना।

छोटी हूँ, पर घंटाघर के
ऊपर होती बहुत बड़ी हूँ,
सोच रहे होगे—मैं क्या हूँ,
मैं तो केवल एक घड़ी हूँ!

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BIHAR RURAL

All analysis based on data from 37 out of 37 districts

Enrollment

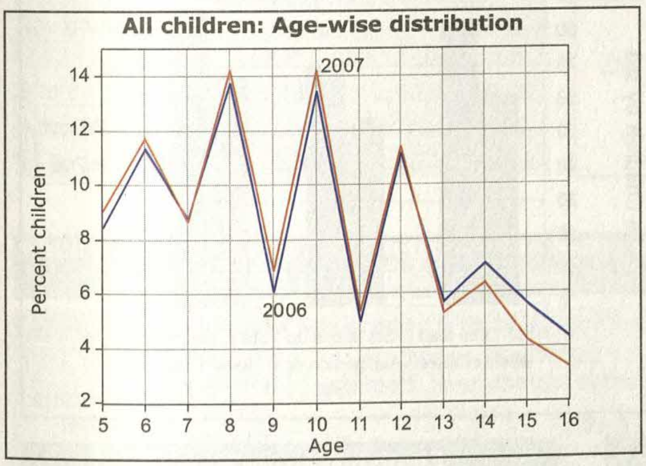
School enrollment and out of school children 2006 vs. 2007

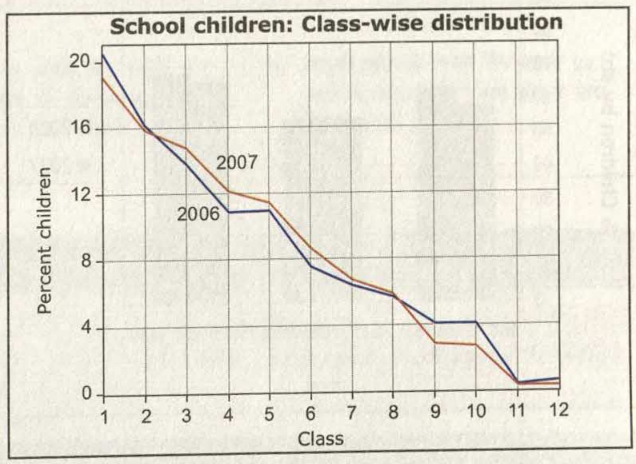
	2006					2007				
	% Children in each age group in different types of schools			% Out of school		% Children in each age group in different types of schools			% Out of school	
	Govt.	Pvt.	Other (Madarsa + EGS)	Not in School	Total	Govt.	Pvt.	Other (Madarsa + EGS)	Not in School	Total
Age: 6 -14 ALL	72.2	11.5	3.4	12.8	100	84.1	7.4	2.1	6.5	100
Age: 7-16 ALL	72.0	10.7	3.2	14.2	100	83.2	7.1	2.1	7.7	100
Age: 7- 10 ALL	72.6	12.7	3.7	11.1	100	84.7	7.7	2.2	5.4	100
Age: 7-10 BOYS	73.2	14.0	3.4	9.4	100	84.3	8.7	2.0	4.9	100
Age: 7-10 GIRLS	71.7	11.0	4.0	13.3	100	85.2	6.4	2.5	5.9	100
Age: 11-14 ALL	73.2	9.5	2.8	14.6	100	83.3	6.3	1.8	8.6	100
Age: 11-14 BOYS	75.2	10.3	2.2	12.3	100	83.6	7.0	1.6	7.7	100
Age: 11-14 GIRLS	70.4	8.4	3.5	17.6	100	82.9	5.4	2.0	9.7	100
Age: 15-16 ALL	66.2	5.5	2.1	26.2	100	73.6	6.2	2.3	17.9	100
Age: 15-16 BOYS	67.9	5.4	1.7	25.1	100	74.4	6.5	2.3	16.8	100
Age: 15-16 GIRLS	63.2	5.7	2.9	28.2	100	72.2	5.6	2.3	20.0	100

Note: "Not in school" includes children who have never gone to school or have dropped out.

Age and Class

Age-wise and class-wise distribution of children in sample





Young Children

In pre-school (Balwadi/Anganwadi) or in school 2006 vs. 2007

	2006						2007					
	% Children						% Children					
	In balwadi or anganwadi	In School			Not going anywhere	Total	In balwadi or anganwadi	In School			Not going anywhere	Total
		Govt.	Pvt.	Other School				Govt.	Pvt.	Other School		
Age: 3 ALL	47.4				52.6	100	63.9				36.1	100
Age: 4 ALL	56.4				43.7	100	71.0				29.1	100
Age: 5 ALL	29.6	33.4	7.4	2.0	27.6	100	20.4	59.5	6.1	1.8	12.2	100
Age: 6 ALL	0.4	68.2	12.6	4.1	14.8	100	6.4	76.3	7.8	2.2	7.3	100

Learning Level

Reading level: % Children who can read

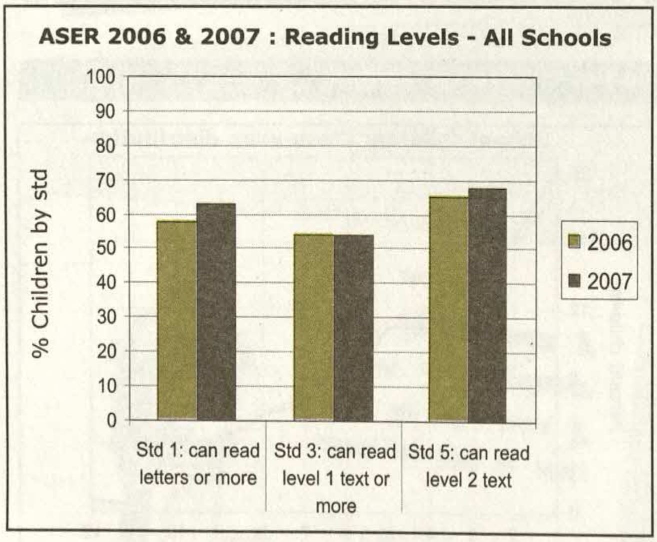
Std.	Nothing	Letter	Word	Level 1 (Std 1) Text	Level 2 (Std 2 text)	Total
I	37.3	40.6	15.2	3.4	3.5	100
II	11.3	29.0	33.0	14.3	12.3	100
III	5.0	15.4	25.8	25.6	28.2	100
IV	3.3	7.4	16.5	23.0	49.8	100
V	1.9	4.2	10.2	15.7	67.9	100
VI	1.4	2.8	5.6	11.6	78.7	100
VII	1.3	1.7	3.1	9.5	84.5	100
VIII	0.9	1.5	1.6	6.0	90.1	100
Total	11.0	17.2	16.8	14.1	41.0	100

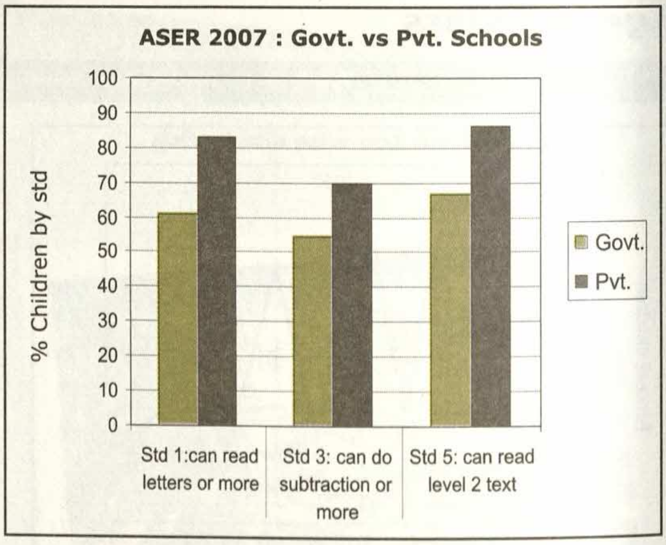
Arithmetic level: % Children who can

Std.	Nothing	Recognize Numbers 1-9	Recognize Numbers 10-99	Subtract	Divide	Total
I	39.7	35.9	16.6	5.5	2.3	100
II	14.3	27.2	32.1	18.7	7.8	100
III	6.9	15.4	22.4	33.4	22.0	100
IV	4.3	7.8	14.2	31.2	42.5	100
V	2.2	5.3	8.2	21.1	63.1	100
VI	1.7	3.0	4.9	16.8	73.6	100
VII	1.3	2.4	3.5	10.5	82.3	100
VIII	1.3	1.8	2.2	7.5	87.2	100
Total	12.4	16.2	15.8	18.9	36.7	100

Only subtraction and division data comparable with previous ASER.

Comparisons





English reading level: % Children who

Std.	Cannot read capital letters	Can read capital letters	Can read small letters	Can read simple words	Can read easy sentences	Total
I	60.2	23.6	10.2	4.4	1.6	100
II	31.6	29.2	20.9	13.3	5.1	100
III	16.9	21.7	22.6	25.8	13.0	100
IV	10.1	13.1	19.0	32.0	25.8	100
V	6.7	8.7	13.7	29.8	41.2	100
VI	4.2	6.0	8.9	26.1	54.8	100
VII	3.1	3.5	6.1	18.6	68.7	100
VIII	2.6	2.8	4.6	14.6	75.5	100
Total	22.6	16.6	14.7	19.6	26.5	100

English comprehension

Std.	Of those who can read words, % who can tell meaning of the words	Of those who can read sentences, % who can tell meaning of sentences
I	39.4	63.1
II	43.9	74.9
III	52.2	81.8
IV	57.8	81.5
V	59.7	84.5
VI	62.5	87.7
VII	62.0	86.7
VIII	64.7	88.4
Total	55.8	85.1

Comprehension & Problem solving

Ability of children by reading level to read and answer orally

Children in age group : 6 to 10

Reading level	% Children in specific reading level	% at each level who can orally answer questions	
		based on Std 1 level text only	based on Std 2 level text
Word	21.7	10.4	7.2
Std 1 level text	16.0	62.0	24.8
Std 2 level text	28.2	89.8	85.9

Children in age group : 11 to 14

Reading level	% Children in specific reading level	% at each level who can orally answer questions	
		based on Std 1 level text only	based on Std 2 level text
Word	7.9	16.3	12.4
Std 1 level text	13.0	69.0	35.9
Std 2 level text	72.0	94.0	90.5

Ability of children by age to listen to a subtraction problem and answer

In-school children

Age group	% Children who can solve		
	None	Simple problem only	Both problems
6 to 8	73.9	4.0	21.4
9 to 10	41.3	5.5	52.2
11 to 14	21.3	4.8	73.0

Children not in-school

Age group	% Children who can solve		
	None	Simple problem only	Both problems
6 to 8	92.0	1.7	5.9
9 to 10	83.1	4.9	11.9
11 to 14	70.2	3.7	25.0

आज मामा आए हैं।
मिठाई साथ लाए हैं।
हम सब मिठाई खायेंगे।
फिर मामा से कहानी सुनेंगे।

प्र.1 मामा क्या लाये हैं?
प्र.2 आज कौन आया है?

एक खरगोश था। वह बहुत आलसी था। एक दिन वह पेड़ के नीचे आराम कर रहा था। अचानक उसने चींटी को देखा। चींटी पेड़ पर चढ़ रही थी और फिर नीचे उतर रही थी। खरगोश ने सोचा चींटी इतनी छोटी है, पर वह कितनी मेहनत करती है। उसे देख कर लगता है कि मुझे भी काम करना चाहिये।

प्र.3 खरगोश कहाँ आराम कर रहा था?
प्र.4 चींटी क्या कर रही थी?

(1) आपके पास 50 रूपये हैं। उनमें से आपने 25 रूपये की किताबें खरीदीं। अब आपके पास कितने रूपये बचे हैं?

(2) आपके पास 50 रूपये हैं। आपने 23 रूपये के फल खरीदे। अब आपके पास कितने रूपये बचे हैं?

Ability of children by arithmetic level to listen to a subtraction problem and answer

Children in age group : 6 to 10

Arithmetic level	% Children in specific arithmetic level	% Children in specific arithmetic level who can solve		
		None	Simple problem only	Both problems
Number recognition 10-99	19.8	83.1	4.3	11.6
Subtraction	21.4	48.8	10.6	39.4
Division	24.0	8.0	4.0	87.2

Children in age group : 11 to 14

Arithmetic level	% Children in specific arithmetic level	% Children in specific arithmetic level who can solve		
		None	Simple problem only	Both problems
Number recognition 10-99	8.1	75.6	4.4	18.9
Subtraction	16.7	35.5	12.1	51.2
Division	66.9	3.7	3.4	92.1

School going children attending tuition class

Std.	% Children							
	I	II	III	IV	V	VI	VII	VIII
Govt. school	24.0	31.5	38.0	39.8	42.3	44.2	51.6	54.9
Pvt. school	53.3	56.5	64.0	65.0	66.4	67.2	70.3	65.6



School Observations: Schools visited - Primary (Std 1-4/5): 442; Primary+Upper-primary (Std 1-8): 454

Teacher attendance	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
% teachers attending (average)	79.6	75.6	86.2	85.8
% schools with no teacher present	5.1	2.1	0.5	0.2
% schools with all teachers present	50.8	32.2	57.0	46.3

Children's attendance	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
% enrolled children attending (average)	53.4	52.9	59.4	56.7
% schools with less than 50% enrolled children attending	38.1	42.7	29.9	34.6
% schools with 75% and more enrolled children attending	12.6	17.2	22.6	18.3

Pupil teacher ratio (median)	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
Based on children enrolled & teachers appointed	56.5	64.1	49.5	63.6
Based on children & teachers present	35.0	44.1	33.8	42.2

School grants and teacher grants	2006		2007*	
	Std. 2	Std. 4	Std. 2	Std. 4
	% Schools			
Teacher received TLM grant	59.2	52.2	30.1	29.0
School received school maintenance grant	67.7		41.2	

Water/toilet and midday meal	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
	% Schools			
Schools with no water provision	21.4	10.0	21.8	9.8
Schools with water provision but water not available	14.3	18.2	11.9	8.9
Schools with water provision and water available	64.3	71.8	66.3	81.3
Schools with no toilet provision	63.4	34.7	40.6	19.1
Schools with toilet provision but not being used	14.8	29.2	17.2	21.3
Schools with toilet provision and use	21.8	36.1	42.2	59.6
Schools with midday meal being served on that day	38.4	38.9	62.7	64.2

Multigrade classes	2007	
	Std. 1-4/5	Std. 1-8
Schools in which...	% Schools	
Std II class sits with another class	69.1	55.6
Std IV class sits with another class	64.2	52.6

Over 85% of classes that were visited have blackboards. In over 70% of these classes, children have textbooks, and in 80% of classes children have pens and note books.

Please note that while 2005 data was collected during ASER 2005, 2006 data reported in the Grants table was collected in ASER 2007 by asking for last year's grant information to the respondent.

Note: ASER 2007 survey was carried out in October and November 2007. One govt. school with primary grades was visited in the sampled village. If there was more than one govt. school with primary grades, then the school with the highest enrollment was visited. Hence the schools visited in the survey do not represent a random sample from the district. The school visits were generally done either on a Saturday or a Monday.

दिवाली के दीन पिता जी आपको पिताजी ने
बापू ने 50 रूपये दीये उससे आपने
19 रूपये के पटाखे खरीदे अब आपके
पास कितने रुपये बचे है?

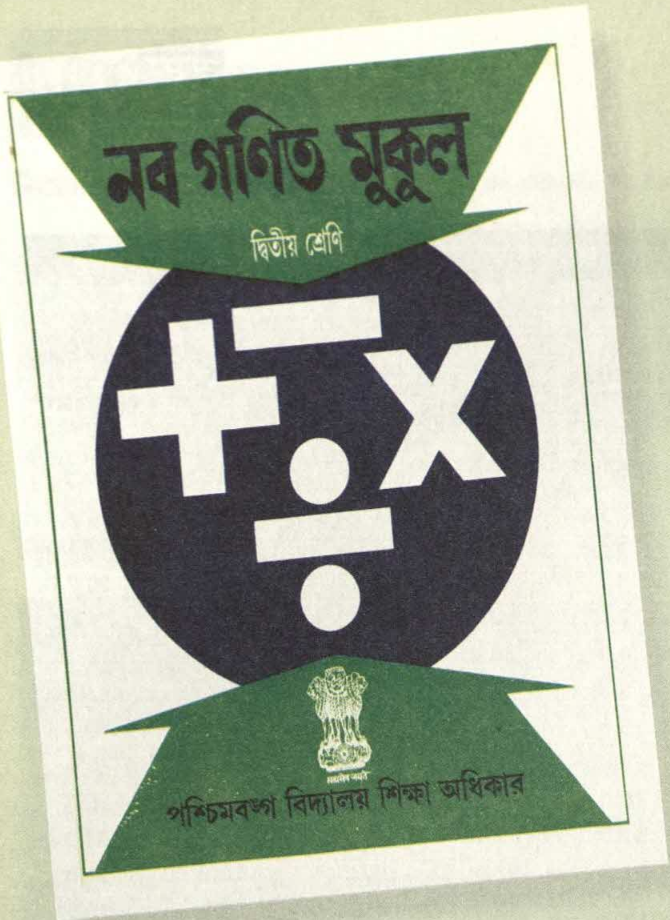
50
19
32

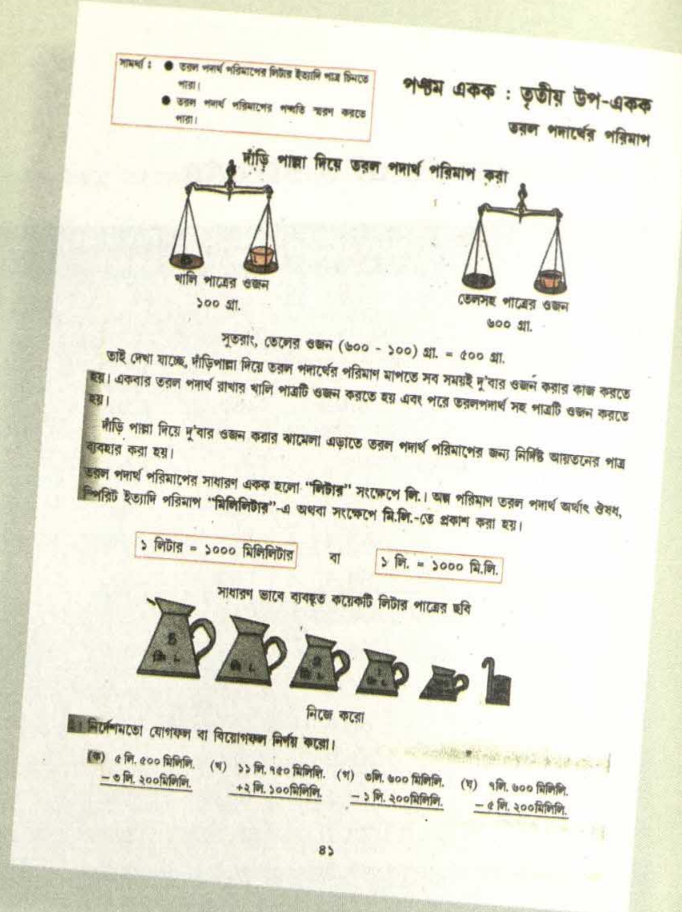
*Grants for 2007 may be lower than 2006 since the survey was conducted in the middle of the year.

Performance of districts

District	Pre- school: % Children (Age 3-4) in **Anganwadi** or **other pre-school**	Out of school: % Children (Age 6-14) **Out of school**	Private school: % Children (Age 6-14) in **Private school**	Std 1-2 : Learning levels: % Children (Std 1-2) who **CAN READ** letters, words or more in **OWN LANGUAGE**	Std 1-2: % Children (Std 1-2) who **CAN RECOGNIZE NUMBERS** (1-9) or more	Std 1-2: % Children (Std 1-2) who **CAN READ** letters or more in **ENGLISH**	Std 3-5 : Learning levels: % Children (Std 3-5) who **CAN READ** Level 1 (Std 1) text or more in **OWN LANGUAGE**	Std 3-5: % Children (Std 3-5) who **CAN SUBTRACT** or do more	Std 3-5: % Children (Std 3-5) who **CAN READ** sentences in **ENGLISH**
Pashchim Champaran	67.2	11.8	7.6	77.0	76.0	46.0	69.8	65.3	20.0
Purbi Champaran	85.6	1.9	5.6	91.6	89.0	76.7	77.9	84.6	41.7
Sheohar	44.4	9.9	3.6	60.0	55.6	36.8	48.5	48.6	17.1
Sitamarhi	44.4	14.6	5.6	83.3	77.3	48.2	79.7	74.6	20.7
Madhubani	63.3	3.5	3.5	78.4	72.1	53.2	70.5	72.2	34.4
Supaul	66.2	3.9	1.9	56.0	54.2	35.7	50.4	49.8	13.2
Araria	66.3	24.0	4.0	78.0	78.3	53.0	64.0	64.9	27.8
Kishanganj	60.6	7.9	6.7	75.5	75.8	54.3	54.2	55.1	5.1
Purnia	80.0	6.7	2.4	80.6	67.0	41.8	70.8	73.3	20.0
Katihar	62.1	2.3	1.4	81.4	78.0	59.0	59.2	68.1	15.0
Madhepura	78.1	15.1	3.7	87.5	91.0	80.9	83.1	85.6	52.4
Saharsa	40.7	10.8	9.2	83.5	81.8	61.1	82.6	76.0	14.8
Darbhanga	76.5	8.8	7.5	82.4	75.2	55.7	61.3	65.7	26.5
Muzaffarpur	39.7	3.2	6.2	64.1	62.5	43.3	55.4	47.4	11.9
Gopalganj	99.5	6.0	9.9	78.8	80.5	63.0	70.3	79.1	23.4
Siwan	74.6	2.0	17.6	70.8	65.4	49.9	56.7	52.1	19.2
Saran	58.8	10.2	7.5	82.4	75.3	62.8	62.8	67.9	22.1
Vaishali	89.8	0.6	14.4	63.6	58.9	56.6	69.4	69.7	32.3
Samastipur	56.8	2.8	6.3	65.4	57.3	42.2	73.8	71.4	19.2
Begusarai	86.9	7.7	12.3	84.3	88.2	67.3	78.7	87.8	26.7
Khagaria	45.5	11.3	8.3	75.1	71.6	54.8	70.6	72.8	22.0
Bhagalpur*		4.0	4.8	71.3	67.8	48.3	64.8	72.6	28.7
Banka	74.7	5.9	2.9	62.8	58.9	42.0	61.2	62.3	16.3
Munger	37.1	4.5	7.8	73.6	72.0	59.7	68.7	71.4	36.5
Lakhisarai	37.1	1.9	1.9	76.9	79.5	64.1	78.6	80.1	38.3
Sheikhpura	55.1	6.6	2.5	57.7	61.3	32.0	70.0	69.5	25.9
Nalanda	64.2	7.6	11.0	67.6	66.5	50.8	67.3	63.6	20.5
Patna	63.3	3.0	17.7	75.3	81.4	59.5	67.5	68.3	29.0
Bhojpur	71.2	4.8	10.2	74.1	75.5	53.2	59.8	68.1	19.9
Buxar	72.1	4.0	9.1	84.7	80.9	65.9	72.4	74.9	25.5
Kaimur (Bhabua)	74.8	1.0	8.5	80.0	76.2	56.2	79.1	73.3	29.9
Rohtas	73.2	5.0	14.2	76.4	73.0	47.9	65.9	63.3	12.6
Jehanabad	68.4	2.1	5.6	75.4	83.7	67.0	74.9	70.6	30.5
Aurangabad	96.4	4.3	4.0	92.1	90.1	86.3	89.2	90.8	63.2
Gaya	67.6	5.2	9.3	57.6	58.3	42.3	65.1	60.1	19.4
Nawada	46.1	13.6	6.4	75.9	80.4	55.8	78.8	81.3	29.2
Jamui	56.5	1.6	3.6	74.8	69.9	42.3	74.0	76.0	22.9
Total	**67.7**	**6.5**	**7.4**	**74.7**	**72.1**	**53.0**	**68.8**	**69.8**	**25.5**

* Blank cells indicate insufficient data.





সামর্থ্য : ● তরল পদার্থ পরিমাপের লিটার ইত্যাদি পাত্র চিনতে পারা।
● তরল পদার্থ পরিমাপের পদ্ধতি স্মরণ করতে পারা।

পঞ্চম একক : তৃতীয় উপ-একক

তরল পদার্থের পরিমাপ

দাঁড়ি পাল্লা দিয়ে তরল পদার্থ পরিমাপ করা

খালি পাত্রের ওজন ১০০ গ্রা.

তেলসহ পাত্রের ওজন ৬০০ গ্রা.

সুতরাং, তেলের ওজন (৬০০ - ১০০) গ্রা. = ৫০০ গ্রা.

তাই দেখা যাচ্ছে, দাঁড়িপাল্লা দিয়ে তরল পদার্থের পরিমাণ মাপতে সব সময়ই দু'বার ওজন করার কাজ করতে হয়। একবার তরল পদার্থ রাখার খালি পাত্রটি ওজন করতে হয় এবং পরে তরলপদার্থ সহ পাত্রটি ওজন করতে হয়।

দাঁড়ি পাল্লা দিয়ে দু'বার ওজন করার ঝামেলা এড়াতে তরল পদার্থ পরিমাপের জন্য নির্দিষ্ট আয়তনের পাত্র ব্যবহার করা হয়।

তরল পদার্থ পরিমাপের সাধারণ একক হলো **"লিটার"** সংক্ষেপে **লি.**। অল্প পরিমাণ তরল পদার্থ অর্থাৎ ঔষধ, স্পিরিট ইত্যাদি পরিমাপ **"মিলিলিটার"**-এ অথবা সংক্ষেপে মি.লি.-তে প্রকাশ করা হয়।

১ লিটার = ১০০০ মিলিলিটার বা ১ লি. = ১০০০ মি.লি.

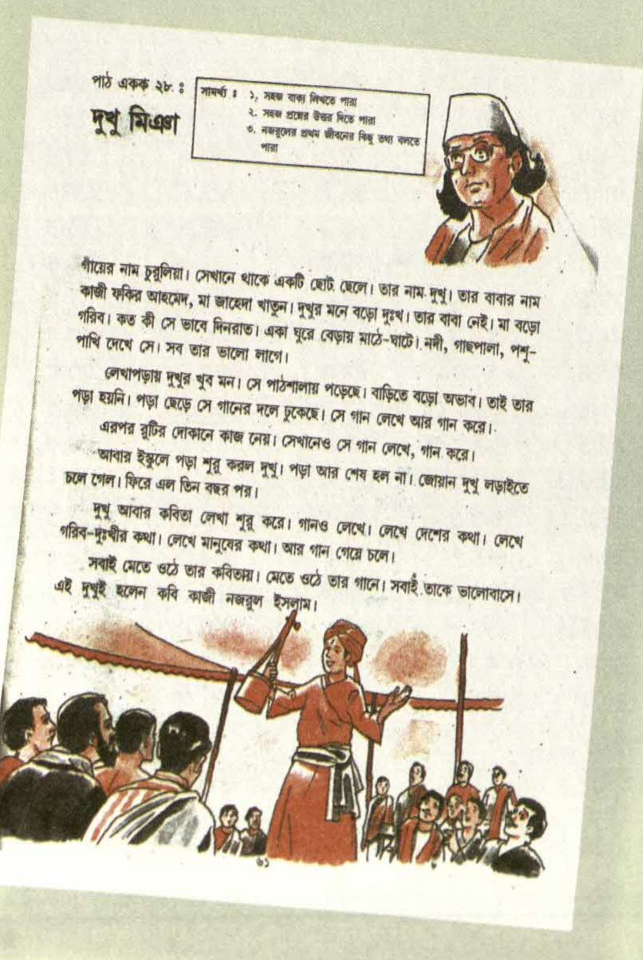
সাধারণ ভাবে ব্যবহৃত কয়েকটি লিটার পাত্রের ছবি

নিজে করো

১। নির্দেশমতো যোগফল বা বিয়োগফল নির্ণয় করো।

(ক) ৫ লি. ৫০০ মিলিলি. − ৩ লি. ২০০মিলিলি.
(খ) ১১ লি. ৭৫০ মিলিলি. +২ লি. ১০০মিলিলি.
(গ) ৩লি. ৬০০ মিলিলি. − ১ লি. ২০০মিলিলি.
(ঘ) ৭লি. ৬০০ মিলিলি. − ৫ লি. ২০০মিলিলি.

৪১



পাঠ একক ২৮ :

দুখু মিঞা

সামর্থ্য : ১. সহজ বাক্য লিখতে পারা
২. সহজ প্রশ্নের উত্তর দিতে পারা
৩. নজরুলের প্রথম জীবনের কিছু তথ্য বলতে পারা

গাঁয়ের নাম চুরুলিয়া। সেখানে থাকে একটি ছোট ছেলে। তার নাম দুখু। তার বাবার নাম কাজী ফকির আহমেদ, মা জাহেদা খাতুন। দুখুর মনে বড়ো দুঃখ। তার বাবা নেই। মা বড়ো গরিব। কত কী সে ভাবে দিনরাত। একা ঘুরে বেড়ায় মাঠে-ঘাটে। নদী, গাছপালা, পশু-পাখি দেখে সে। সব তার ভালো লাগে।

লেখাপড়ায় দুখুর খুব মন। সে পাঠশালায় পড়েছে। বাড়িতে বড়ো অভাব। তাই তার পড়া হয়নি। পড়া ছেড়ে সে গানের দলে ঢুকেছে। সে গান লেখে আর গান করে।

এরপর রুটির দোকানে কাজ নেয়। সেখানেও সে গান লেখে, গান করে।

আবার ইস্কুলে পড়া শুরু করল দুখু। পড়া আর শেষ হল না। জোয়ান দুখু লড়াইতে চলে গেল। ফিরে এল তিন বছর পর।

দুখু আবার কবিতা লেখা শুরু করে। গানও লেখে। লেখে দেশের কথা। লেখে গরিব-দুঃখীর কথা। লেখে মানুষের কথা। আর গান গেয়ে চলে।

সবাই মেতে ওঠে তার কবিতায়। মেতে ওঠে তার গানে। সবাই তাকে ভালোবাসে। এই দুখুই হলেন কবি কাজী নজরুল ইসলাম।

৬১



WEST BENGAL RURAL

All analysis based on data from 17 out of 17 districts

Enrollment

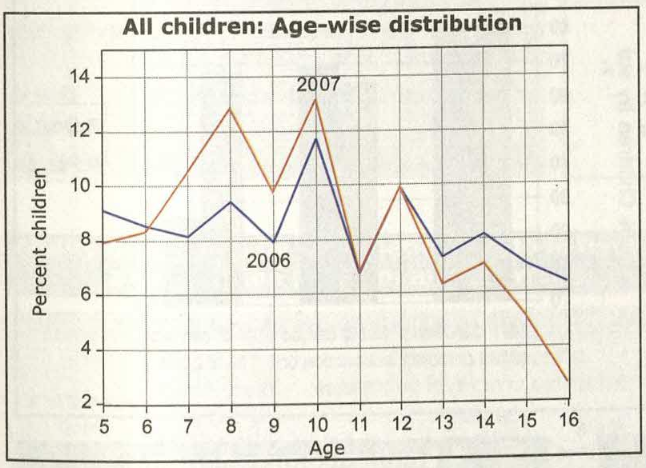
School enrollment and out of school children 2006 vs. 2007

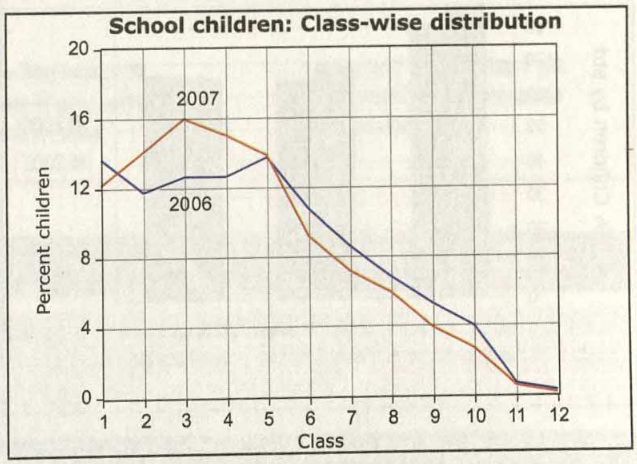
	2006					2007				
	% Children in each age group in different types of schools			% Out of school		% Children in each age group in different types of schools			% Out of school	
	Govt.	Pvt.	Other (Madarsa + EGS)	Not in School	Total	Govt.	Pvt.	Other (Madarsa + EGS)	Not in School	Total
Age: 6 -14 ALL	87.4	3.5	1.4	7.8	100	88.8	4.3	2.1	4.8	100
Age: 7-16 ALL	84.6	2.5	1.3	11.6	100	87.4	3.6	2.3	6.7	100
Age: 7- 10 ALL	90.8	4.0	1.1	4.2	100	92.5	4.0	1.6	1.9	100
Age: 7-10 BOYS	91.0	3.8	1.1	4.2	100	92.0	4.5	1.6	1.8	100
Age: 7-10 GIRLS	90.7	4.2	1.1	4.1	100	93.0	3.5	1.5	2.0	100
Age: 11-14 ALL	83.8	1.4	1.8	13.0	100	83.8	3.1	3.1	10.1	100
Age: 11-14 BOYS	82.5	1.4	2.3	13.7	100	83.2	2.8	2.5	11.6	100
Age: 11-14 GIRLS	85.2	1.4	1.3	12.1	100	84.5	3.5	3.7	8.3	100
Age: 15-16 ALL	69.3	0.7	0.7	29.3	100	71.3	2.4	3.7	22.6	100
Age: 15-16 BOYS	65.5	0.6	0.8	33.2	100	66.0	2.3	3.6	28.1	100
Age: 15-16 GIRLS	73.6	0.9	0.6	24.9	100	77.6	2.6	3.8	16.1	100

Note: "Not in school" includes children who have never gone to school or have dropped out.

Age and Class

Age-wise and class-wise distribution of children in sample





Young Children

In pre-school (Balwadi/Anganwadi) or in school 2006 vs. 2007

	2006						2007					
	% Children						% Children					
	In balwadi or anganwadi	In School			Not going anywhere	Total	In balwadi or anganwadi	In School			Not going anywhere	Total
		Govt.	Pvt.	Other School				Govt.	Pvt.	Other School		
Age: 3 ALL	68.9				31.1	100	80.6				19.4	100
Age: 4 ALL	76.7				23.3	100	88.2				11.8	100
Age: 5 ALL	54.6	28.3	4.9	1.1	11.2	100	33.2	50.7	9.1	1.3	5.8	100
Age: 6 ALL	10.3	76.7	8.8	0.8	3.4	100	3.8	82.4	10.1	1.3	2.4	100

Learning Level

Reading level: % Children who can read

Std.	Nothing	Letter	Word	Level 1 (Std 1) Text	Level 2 (Std 2 text)	Total
I	19.4	51.4	20.2	5.3	3.7	100
II	5.9	20.4	51.6	17.5	4.7	100
III	3.4	11.7	20.3	52.1	12.6	100
IV	2.1	5.5	11.3	25.8	55.4	100
V	1.7	2.8	8.9	20.1	66.5	100
VI	0.6	1.7	4.6	14.8	78.3	100
VII	0.2	1.9	3.3	13.7	81.0	100
VIII	0.3	1.0	1.3	7.5	89.9	100
Total	4.7	13.5	17.8	22.4	41.7	100

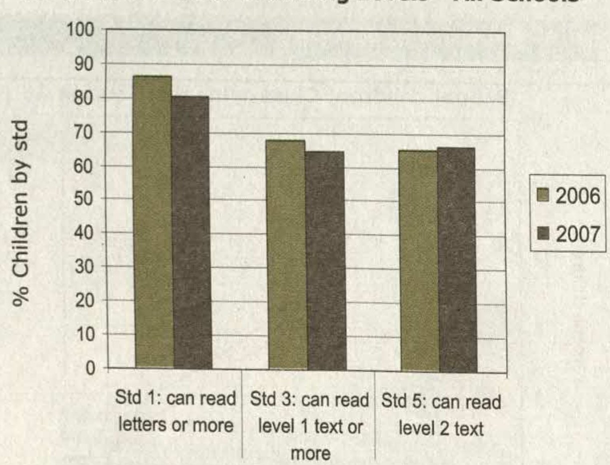
Arithmetic level: % Children who can

Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	10-99			
I	18.8	53.0	19.6	6.3	2.3	100
II	4.0	23.5	49.6	19.6	3.3	100
III	3.0	13.3	19.9	51.2	12.6	100
IV	1.9	5.8	12.6	27.9	51.8	100
V	1.6	3.9	9.0	25.6	60.0	100
VI	1.0	2.1	6.6	20.5	69.8	100
VII	1.2	2.3	6.3	17.0	73.1	100
VIII	0.7	0.8	4.5	12.9	81.2	100
Total	4.3	14.7	18.2	25.0	37.8	100

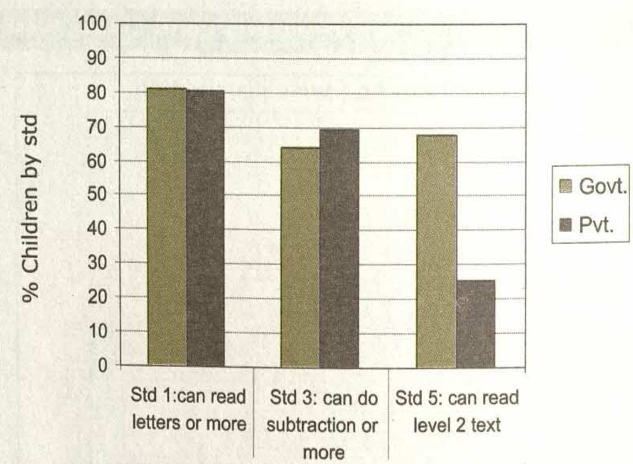
Only subtraction and division data comparable with previous ASER.

Comparisons

ASER 2006 & 2007 : Reading Levels - All Schools



ASER 2007 : Govt. vs Pvt. Schools



English reading level: % Children who

Std.	Cannot read capital letters	Can read capital letters	Can read small letters	Can read simple words	Can read easy sentences	Total
I	57.6	26.4	7.6	5.3	3.1	100
II	25.3	43.8	18.0	10.7	2.3	100
III	14.3	21.1	27.7	32.2	4.8	100
IV	6.7	11.8	14.1	45.2	22.2	100
V	4.8	9.1	11.6	31.8	42.8	100
VI	2.8	5.6	7.9	29.4	54.3	100
VII	2.2	5.1	6.4	29.8	56.5	100
VIII	1.1	2.2	4.6	20.3	71.8	100
Total	16.0	18.0	14.0	26.3	25.7	100

English comprehension

Std.	Of those who can read words, % who can tell meaning of the words	Of those who can read sentences, % who can tell meaning of sentences
I	63.5	89.8
II	62.2	62.5
III	46.0	74.0
IV	58.6	48.6
V	65.3	73.3
VI	71.6	84.7
VII	73.3	77.7
VIII	66.6	84.8
Total	60.6	75.2

Comprehension & Problem solving

Ability of children by reading level to read and answer orally

Children in age group : 6 to 10

Reading level	% Children in specific reading level	% at each level who can orally answer questions	
		based on Std 1 level text only	based on Std 2 level text
Word	23.1	11.1	5.7
Std 1 level text	26.4	75.0	13.6
Std 2 level text	29.0	93.1	71.5

Children in age group : 11 to 14

Reading level	% Children in specific reading level	% at each level who can orally answer questions	
		based on Std 1 level text only	based on Std 2 level text
Word	7.1	31.5	20.3
Std 1 level text	17.1	71.4	29.0
Std 2 level text	71.9	95.9	84.6

Ability of children by age to listen to a subtraction problem and answer

In-school children

Age group	% Children who can solve		
	None	Simple problem only	Both problems
6 to 8	63.5	14.6	20.8
9 to 10	23.0	10.8	63.8
11 to 14	12.6	8.6	76.6

Children not in-school

Age group	% Children who can solve		
	None	Simple problem only	Both problems
6 to 8	78.8	9.9	8.1
9 to 10	64.1	4.8	31.1
11 to 14	49.9	12.8	34.1

আজ মাঠে খেলা হবে।
দুই দল কলকাতা থেকে আসবে।
বড় বড় আলো দেওয়া রয়েছে।
বিকেলে হলে খেলা হবে।

প্রঃ ১. দুই দল কোথা থেকে আসবে?
প্রঃ ২. মাঠে কখন খেলা হবে?

ছোট ইঁদুর একদিন একা গর্তের বাইরে বেরল। বাইরে একটা জাল পাতা ছিল। ইঁদুর জালে ধরা পড়ল। ধরা পড়ে ছোট ইঁদুর ঘাবড়ে গেল। লাফালাফি করে আরও জালে জড়িয়ে পড়ল। একটা হুলো বিড়াল দূরে বসে মজা দেখছিল। সে ফন্দি আঁটল এবার ছোট ইঁদুরকে খাবে। বিড়াল হাঁ করে দাঁতের ধার দেখতে লাগল। বাঃ বেশ ধার তো। এদিকে বিড়ালের দাঁত দেখে ইঁদুরেরও নিজের দাঁতের কথা মনে হল। সে তখনই দাঁত দিয়ে জাল কেটে ফেলল। হুলো অবাক হয়ে গেল।

প্রঃ ৩। বাইরে কি পাতা ছিল?
প্রঃ ৪। ইঁদুরের নিজের দাঁতের কথা কী করে মনে পড়ল?

১. তোমার কাছে ৫০ টাকা আছে। তুমি ১৫ টাকার কলম কিনলে। এখন তোমার কাছে কত টাকা রইল?

২. তোমার কাছে ৫০ টাকা আছে। তুমি ১৯ টাকার বই কিনলে। এখন তোমার কাছে কত টাকা রইল?

Ability of children by arithmetic level to listen to a subtraction problem and answer

Children in age group : 6 to 10

Arithmetic level	% Children in specific arithmetic level	% Children in specific arithmetic level who can solve		
		None	Simple problem only	Both problems
Number recognition 10-99	22.7	84.8	6.8	6.9
Subtraction	27.9	24.9	32.1	39.8
Division	26.8	3.8	4.7	90.6

Children in age group : 11 to 14

Arithmetic level	% Children in specific arithmetic level	% Children in specific arithmetic level who can solve		
		None	Simple problem only	Both problems
Number recognition 10-99	8.9	51.1	15.3	28.0
Subtraction	22.3	19.8	21.0	55.9
Division	64.3	1.7	3.7	93.1

School going children attending tuition class

Std.	% Children							
	I	II	III	IV	V	VI	VII	VIII
Govt. school	30.6	45.6	63.0	74.0	83.3	85.0	83.7	88.5
Pvt. school	40.5	54.9	59.5	67.0	62.7	68.6	75.6	89.7



School Observations: Schools visited - Primary (Std 1-4/5): 354; Primary+Upper-primary (Std 1-8): 8

Teacher attendance	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
% teachers attending (average)	72.5	0.0	90.2	87.5
% schools with no teacher present	16.2	0.0	0.0	0.0
% schools with all teachers present	52.8	0.0	71.2	75.0

Children's attendance	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
% enrolled children attending (average)	74.0	0.0	69.5	74.2
% schools with less than 50% enrolled children attending	8.2	0.0	14.5	16.7
% schools with 75% and more enrolled children attending	50.7	0.0	50.6	66.7

Pupil teacher ratio (median)	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
Based on children enrolled & teachers appointed	47.5	0.0	45.0	54.3
Based on children & teachers present	38.7	0.0	34.2	47.7

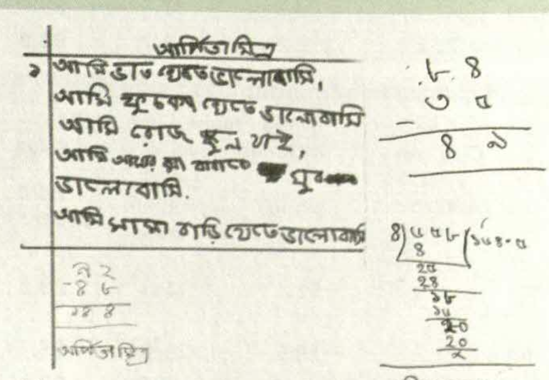
School grants and teacher grants	2006		2007*	
	Std. 2	Std. 4	Std. 2	Std. 4
	% Schools			
Teacher received TLM grant	63.8	61.5	43.0	45.9
School received school maintenance grant	70.1		55.3	

Water/toilet and midday meal	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
	% Schools			
Schools with no water provision	16.1	0.0	13.5	16.7
Schools with water provision but water not available	14.3	0.0	5.7	0.0
Schools with water provision and water available	69.6	0.0	80.7	83.3
Schools with no toilet provision	23.7	0.0	12.6	16.7
Schools with toilet provision but not being used	18.4	0.0	14.7	16.7
Schools with toilet provision and use	57.9	0.0	72.7	66.7
Schools with midday meal being served on that day	76.3	0.0	98.6	83.3

Multigrade classes	2007	
	Std. 1-4/5	Std. 1-8
Schools in which...	% Schools	
Std II class sits with another class	36.7	28.6
Std IV class sits with another class	25.1	14.3

Over 90% classes that were visited have blackboards. In about 90% of the Std 2 classes, most children have text books, pens or pencils and note books. In close to 85% of the Std 4 classes, most children have text books and note books.

Please note that while 2005 data was collected during ASER 2005, 2006 data reported in the Grants table was collected in ASER 2007 by asking for last year's grant information to the respondent.

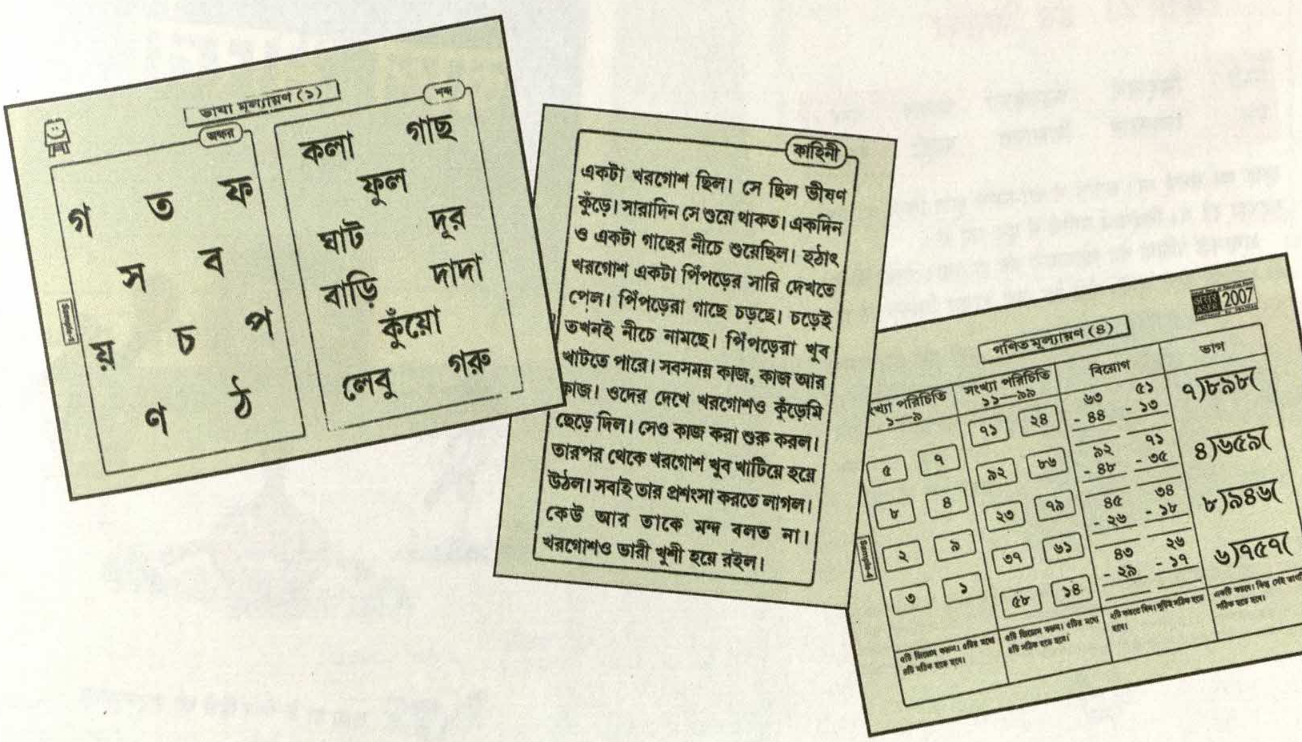


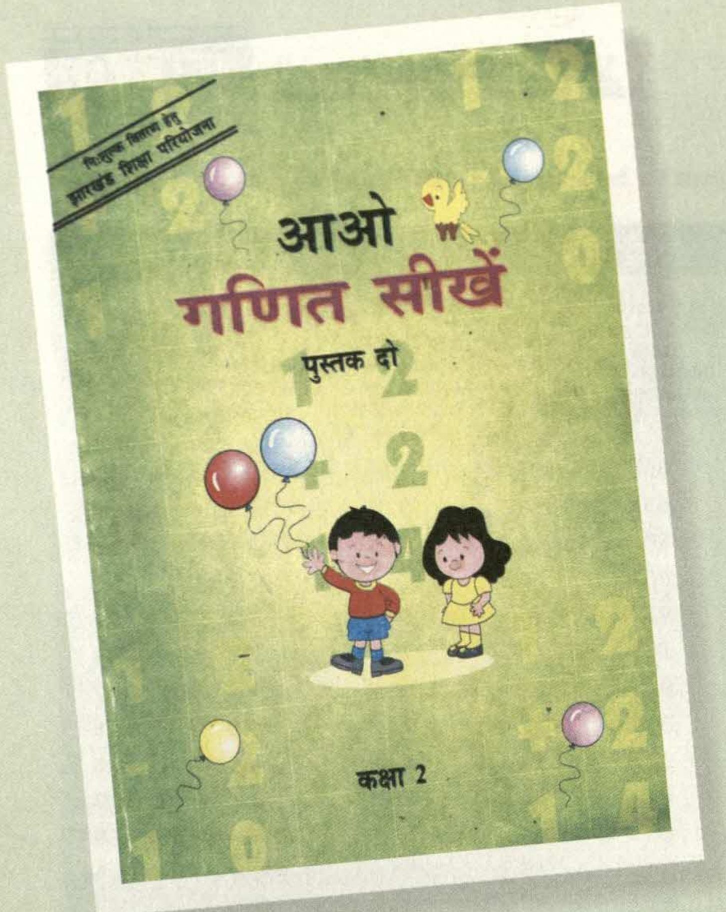
Note: ASER 2007 survey was carried out in October and November 2007. One govt. school with primary grades was visited in the sampled village. If there was more than one govt. school with primary grades, then the school with the highest enrollment was visited. Hence the schools visited in the survey do not represent a random sample from the district. The school visits were generally done either on a Saturday or a Monday.

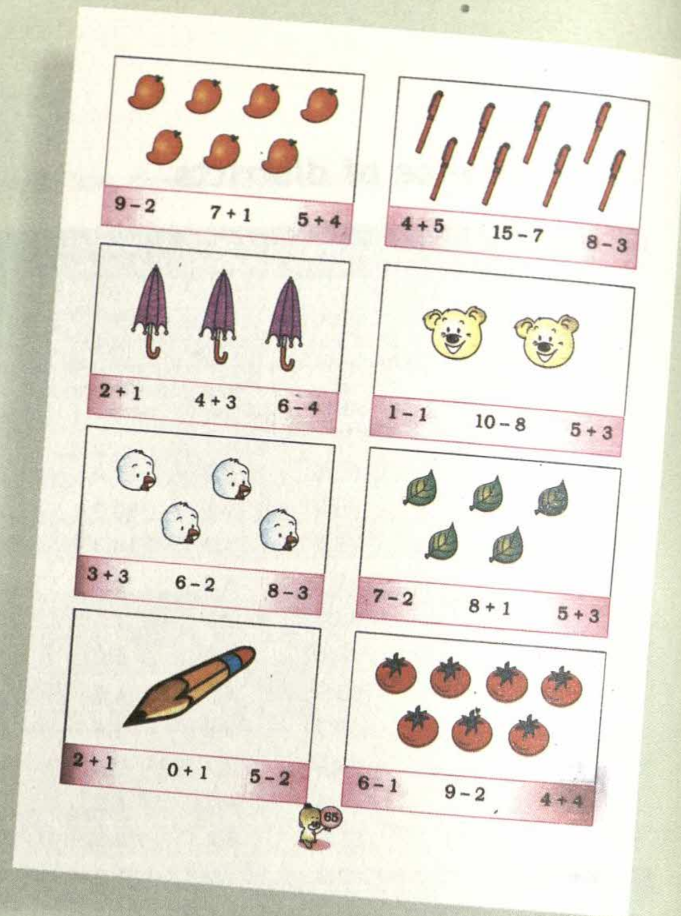
*Grants for 2007 may be lower than 2006 since the survey was conducted in the middle of the year.

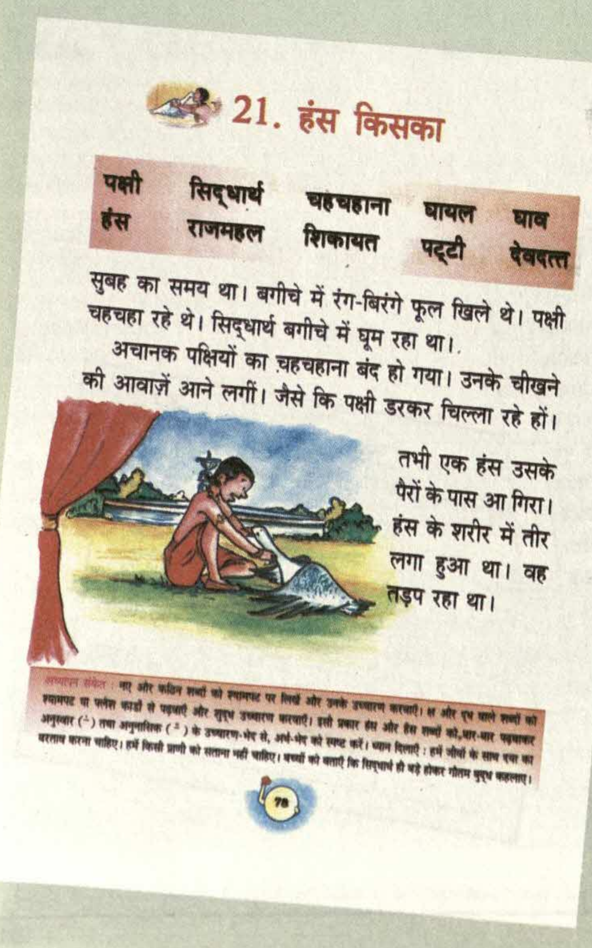
Performance of districts

District	Pre- school	Out of school	Private school	Std 1-2 : Learning levels			Std 3-5 : Learning levels		
	% Children (Age 3-4) in **Anganwadi** or **other pre-school**	% Children (Age 6-14) **Out of school**	% Children (Age 6-14) in **Private school**	% Children (Std 1-2) who **CAN READ** letters, words or more in **OWN LANGUAGE**	% Children (Std 1-2) who **CAN RECOGNIZE NUMBERS** (1-9) or more	% Children (Std 1-2) who **CAN READ** letters or more in **ENGLISH**	% Children (Std 3-5) who **CAN READ** Level 1 (Std 1) text or more in **OWN LANGUAGE**	% Children (Std 3-5) who **CAN SUBTRACT** or do more	% Children (Std 3-5) who **CAN READ** sentences in **ENGLISH**
Darjeeling	65.6	2.7	27.4	81.1	86.7	83.3	65.9	69.9	53.9
Jalpaiguri	86.7	2.5	10.2	64.5	80.6	54.9	57.5	66.6	18.8
Cooch Behar	75.4	1.7	14.4	86.5	87.7	60.4	62.1	60.2	8.9
Uttar Dinajpur	88.5	5.6	4.2	87.7	86.2	57.3	74.9	76.8	25.2
Dakshin Dinajpur	95.7	2.8	1.9	72.1	73.8	45.2	55.7	52.5	4.7
Malda	79.6	4.9	6.1	70.8	70.0	47.0	74.8	75.5	9.4
Murshidabad	83.9	4.3	4.7	88.5	91.6	51.8	46.7	54.3	11.7
Birbhum	89.7	9.5	1.6	90.5	89.0	67.0	71.3	65.5	13.5
Bardhaman	85.9	2.2	0.5	93.6	95.6	52.5	88.9	91.6	31.1
Nadia	76.4	4.7	1.2	90.2	92.5	60.1	75.0	61.4	14.2
North 24 Parganas	83.3	8.4	4.9	85.9	88.9	65.8	54.0	46.3	10.0
Hugli	100.0	1.9	1.2	98.9	97.4	66.3	91.4	89.7	26.6
Bankura	90.3	6.1	1.6	90.0	88.5	57.4	70.1	65.6	13.9
Puruliya	86.9	15.6	1.3	68.0	65.7	34.6	56.9	60.6	6.0
Medinipur	97.2	4.4	2.3	100.0	99.0	75.5	98.6	97.9	38.5
Howrah	98.1	2.4	1.1	100.0	97.4	67.5	92.9	91.2	44.1
South 24 Parganas	68.3	4.8	7.2	91.1	93.7	62.0	74.7	67.6	10.0
Total	**85.0**	**4.8**	**4.3**	**87.9**	**89.1**	**59.8**	**76.9**	**75.8**	**22.3**









21. हंस किसका

पक्षी	सिद्धार्थ	चहचहाना	घायल	घाव
हंस	राजमहल	शिकायत	पट्टी	देवदत्त

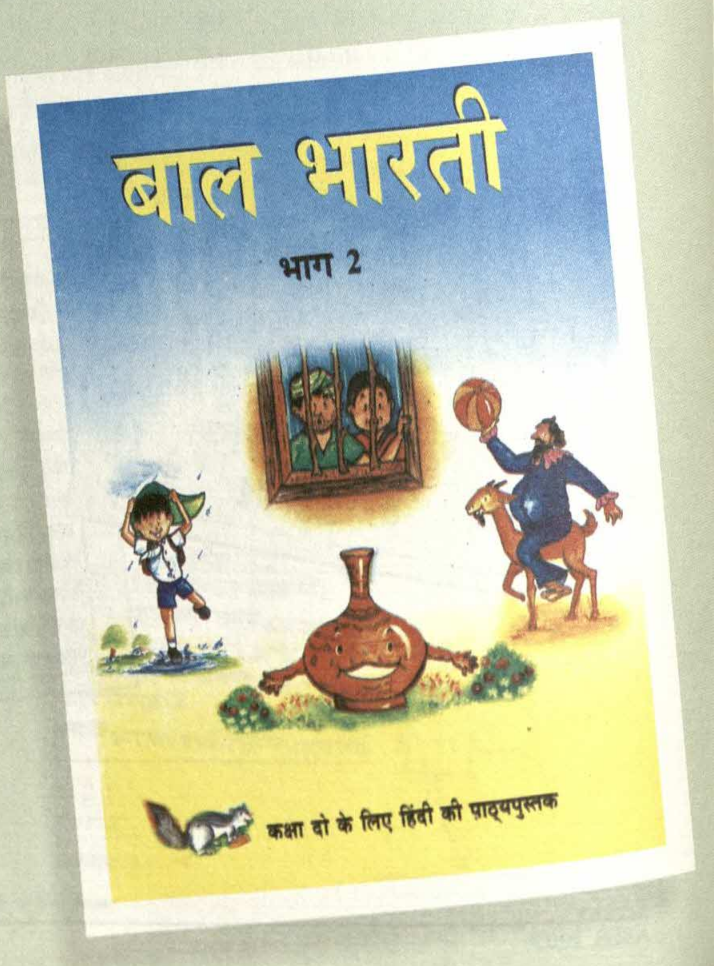
सुबह का समय था। बगीचे में रंग-बिरंगे फूल खिले थे। पक्षी चहचहा रहे थे। सिद्धार्थ बगीचे में घूम रहा था।

अचानक पक्षियों का चहचहाना बंद हो गया। उनके चीखने की आवाज़ें आने लगीं। जैसे कि पक्षी डरकर चिल्ला रहे हों।

तभी एक हंस उसके पैरों के पास आ गिरा। हंस के शरीर में तीर लगा हुआ था। वह तड़प रहा था।

अध्यापन संकेत : नए और कठिन शब्दों को श्यामपट पर लिखें और उनके उच्चारण करवाएँ। ... श्यामपट या फ्लैश कार्डों से पढ़वाएँ और शुद्ध उच्चारण करवाएँ। इसी प्रकार हंस और हँस शब्दों को, बार-बार पढ़वाकर अनुस्वार (ं) तथा अनुनासिक (ँ) के उच्चारण-भेद से, अर्थ-भेद को स्पष्ट करें। ध्यान दिलाएँ : हमें जीवों के साथ दया का बरताव करना चाहिए। हमें किसी प्राणी को सताना नहीं चाहिए। बच्चों को बताएँ कि सिद्धार्थ ही बड़े होकर गौतम बुद्ध कहलाए।

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JHARKHAND RURAL

All analysis based on data from 22 out of 22 districts

Enrollment

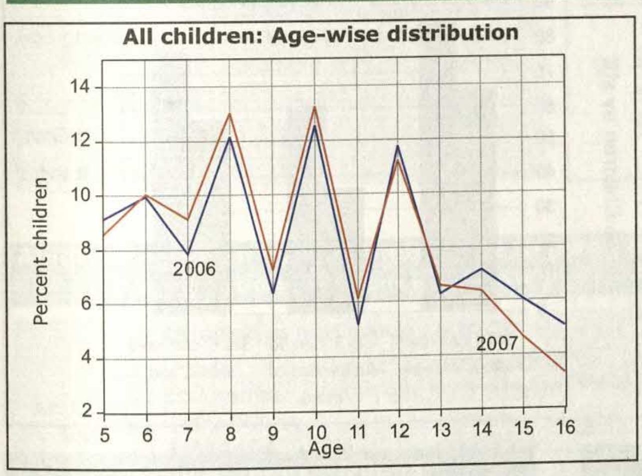
School enrollment and out of school children 2006 vs. 2007

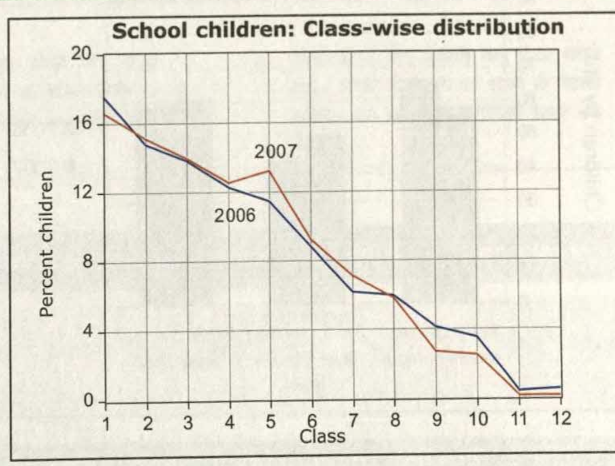
	2006					2007				
	% Children in each age group in different types of schools			% Out of school		% Children in each age group in different types of schools			% Out of school	
	Govt.	Pvt.	Other (Madarsa + EGS)	Not in School	Total	Govt.	Pvt.	Other (Madarsa + EGS)	Not in School	Total
Age: 6 -14 ALL	75.5	11.3	4.4	8.9	100	81.3	10.3	3.4	5.0	100
Age: 7-16 ALL	73.4	11.4	3.7	11.5	100	79.3	10.9	3.2	6.7	100
Age: 7- 10 ALL	77.0	10.9	5.2	6.9	100	82.7	9.7	3.8	3.8	100
Age: 7-10 BOYS	77.3	11.9	4.8	6.0	100	82.6	10.6	3.6	3.1	100
Age: 7-10 GIRLS	76.7	9.8	5.7	7.8	100	82.9	8.5	3.9	4.7	100
Age: 11-14 ALL	74.0	11.8	2.5	11.7	100	78.9	11.6	2.6	7.0	100
Age: 11-14 BOYS	75.3	11.8	2.3	10.5	100	78.9	12.5	2.5	6.1	100
Age: 11-14 GIRLS	72.4	11.8	2.7	13.0	100	78.8	10.5	2.7	8.0	100
Age: 15-16 ALL	59.0	12.0	1.8	27.2	100	62.2	14.8	2.2	20.8	100
Age: 15-16 BOYS	61.1	11.4	1.5	26.0	100	62.3	14.7	2.3	20.7	100
Age: 15-16 GIRLS	55.7	13.0	2.1	29.2	100	62.2	14.9	2.1	20.9	100

Note: "Not in school" includes children who have never gone to school or have dropped out.

Age and Class

Age-wise and class-wise distribution of children in sample





Young Children

In pre-school (Balwadi/Anganwadi) or in school 2006 vs. 2007

	2006						2007					
	% Children						% Children					
	In balwadi or anganwadi	In School			Not going anywhere	Total	In balwadi or anganwadi	In School			Not going anywhere	Total
		Govt.	Pvt.	Other School				Govt.	Pvt.	Other School		
Age: 3 ALL	62.2				37.8	100	69.7				30.3	100
Age: 4 ALL	73.2				26.8	100	73.5				26.5	100
Age: 5 ALL	26.6	44.7	7.1	6.0	15.7	100	20.5	59.9	7.3	2.7	9.6	100
Age: 6 ALL	3.2	71.2	10.6	6.9	8.2	100	4.3	78.1	8.8	4.3	4.5	100

Learning Level

Reading level: % Children who can read

Std.	Nothing	Letter	Word	Level 1 (Std 1) Text	Level 2 (Std 2 text)	Total
I	33.6	48.4	12.4	3.1	2.6	100
II	11.9	38.8	32.5	10.6	6.3	100
III	4.2	17.0	36.2	24.2	18.3	100
IV	2.3	8.5	21.0	30.7	37.5	100
V	1.2	4.5	11.5	23.9	58.9	100
VI	1.1	1.4	5.4	19.6	72.5	100
VII	0.8	2.4	2.8	11.9	82.2	100
VIII	0.9	0.8	1.4	6.3	90.6	100
Total	9.1	19.4	18.1	16.7	36.8	100

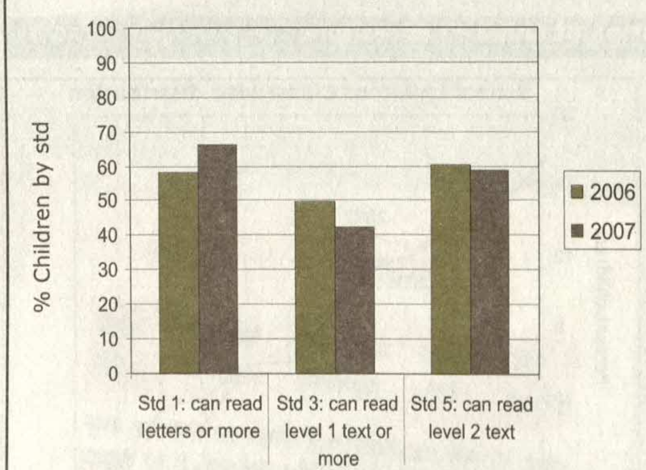
Arithmetic level: % Children who can

Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	10-99			
I	35.6	47.8	11.8	3.5	1.5	100
II	13.6	39.9	31.5	12.0	3.1	100
III	5.7	21.0	34.2	29.2	9.9	100
IV	3.3	11.8	22.2	36.5	26.2	100
V	2.2	7.3	14.4	33.5	42.7	100
VI	2.2	3.5	6.8	28.3	59.2	100
VII	2.1	2.5	5.8	17.9	71.6	100
VIII	1.1	1.5	3.3	11.7	82.5	100
Total	10.4	21.1	18.6	21.5	28.4	100

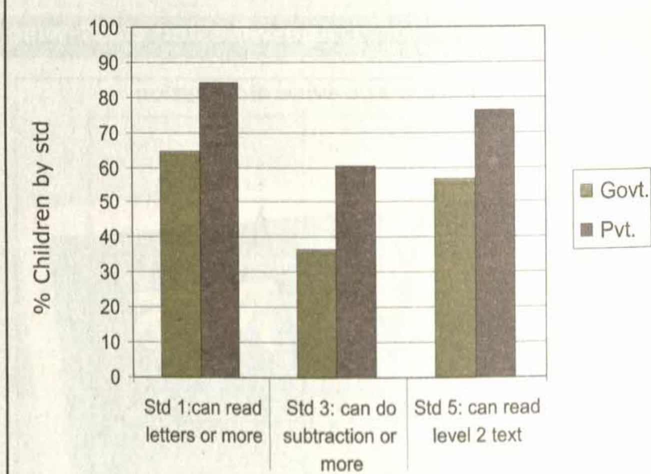
Only subtraction and division data comparable with previous ASER.

Comparisons

ASER 2006 & 2007 : Reading Levels - All Schools



ASER 2007 : Govt. vs Pvt. Schools



English reading level: % Children who

Std.	Cannot read capital letters	Can read capital letters	Can read small letters	Can read simple words	Can read easy sentences	Total
I	59.8	28.6	6.8	3.6	1.2	100
II	34.7	34.4	19.4	8.9	2.6	100
III	17.5	29.8	25.3	20.6	6.9	100
IV	9.6	20.4	22.2	31.7	16.0	100
V	5.3	14.7	19.1	33.6	27.3	100
VI	3.6	7.9	12.7	33.1	42.6	100
VII	3.0	5.8	9.2	24.8	57.2	100
VIII	2.0	4.1	4.0	22.5	67.4	100
Total	21.2	21.3	16.1	20.8	20.6	100

English comprehension

Std.	Of those who can read words, % who can tell meaning of the words	Of those who can read sentences, % who can tell meaning of sentences
I	49.4	69.5
II	45.7	69.7
III	51.5	71.6
IV	54.0	72.2
V	52.1	74.4
VI	54.2	74.4
VII	58.5	75.9
VIII	65.5	77.9
Total	53.6	74.9

Comprehension & Problem solving

Ability of children by reading level to read and answer orally

Children in age group : 6 to 10

Reading level	% Children in specific reading level	% at each level who can orally answer questions	
		based on Std 1 level text only	based on Std 2 level text
Word	24.2	8.0	5.5
Std 1 level text	18.0	63.3	26.8
Std 2 level text	22.0	87.3	80.7

Children in age group : 11 to 14

Reading level	% Children in specific reading level	% at each level who can orally answer questions	
		based on Std 1 level text only	based on Std 2 level text
Word	8.9	13.7	11.5
Std 1 level text	18.0	73.2	32.4
Std 2 level text	67.2	93.2	88.3

Ability of children by age to listen to a subtraction problem and answer

In-school children

Age group	% Children who can solve		
	None	Simple problem only	Both problems
6 to 8	76.0	5.2	17.7
9 to 10	42.2	9.1	46.9
11 to 14	20.0	8.6	69.6

Children not in-school

Age group	% Children who can solve		
	None	Simple problem only	Both problems
6 to 8	86.1	4.2	8.3
9 to 10	64.3	10.2	25.5
11 to 14	48.3	12.4	36.1

रानी पढ़ रही थी।
तेज़ धूप आ रही थी।
उसे नींद आने लगी।
पढ़ते-पढ़ते रानी सो गई।

प्र.1 किसको नींद आने लगी?
प्र.2 रानी क्या कर रही थी?

पहले रामपुर की ज़मीन खाली थी। वहाँ कुछ नहीं उगता था। कोई वहाँ खेलने नहीं जाता था। एक दिन कुछ लोग आये। उन्होंने गाँव के लोगों को बुलाया। सबने मिलकर तय किया कि यहाँ बगीचा बनाया जाए। खाद मँगाकर हर तरह के पौधे लगाये गये। सही समय पर पानी दिया गया। आज वहाँ एक सुंदर बगीचा है। इसलिए वहाँ सभी खेलने आते हैं।

प्र.3 बगीचे में क्या लगाया गया?
प्र.4 सबने मिलकर क्या तय किया?

(1) आपके पास 50 रूपये थे। उसमें से आपने 15 रूपये का कलम खरीदा। अब आपके पास कितने रूपये बचे हैं?

(2) दीपावली के दिन आपको बापू ने 50 रूपये दिये। उसमें से आपने 19 रूपये के पटाखे खरीदे। अब आपके पास कितने रूपये बचे हैं?

Ability of children by arithmetic level to listen to a subtraction problem and answer

Children in age group : 6 to 10

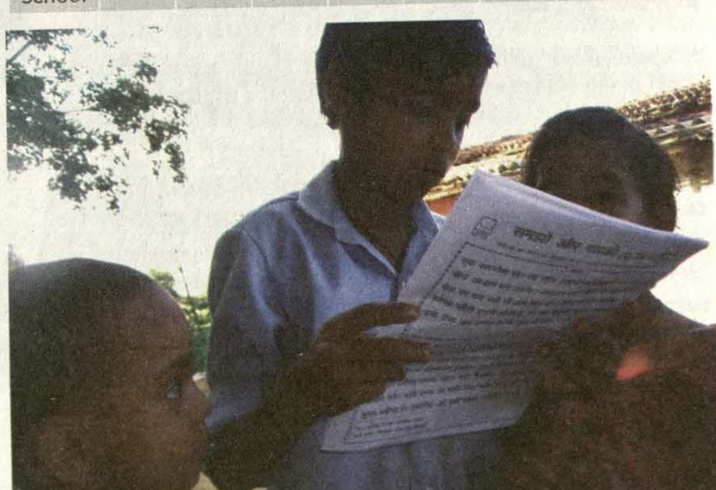
Arithmetic level	% Children in specific arithmetic level	% Children in specific arithmetic level who can solve		
		None	Simple problem only	Both problems
Number recognition 10-99	24.1	79.2	8.1	11.2
Subtraction	22.2	35.7	13.9	48.7
Division	14.7	6.3	4.1	88.9

Children in age group : 11 to 14

Arithmetic level	% Children in specific arithmetic level	% Children in specific arithmetic level who can solve		
		None	Simple problem only	Both problems
Number recognition 10-99	11.0	66.5	12.8	19.3
Subtraction	24.8	19.8	18.4	58.6
Division	55.4	3.0	3.4	92.8

School going children attending tuition class

Std.	% Children							
	I	II	III	IV	V	VI	VII	VIII
Govt. school	13.4	14.6	17.4	19.8	19.8	24.6	23.3	29.7
Pvt. school	39.9	38.9	40.1	49.4	45.0	45.7	38.7	46.7



Jharkhand RURAL

School Observations: Schools visited - Primary (Std 1-4/5): 224; Primary+Upper-primary (Std 1-8): 275

Teacher attendance	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
% teachers attending (average)	83.7	76.5	91.5	84.7
% schools with no teacher present	1.6	2.0	0.0	0.4
% schools with all teachers present	61.0	31.8	78.0	44.1

Children's attendance	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
% enrolled children attending (average)	60.9	62.0	62.9	61.6
% schools with less than 50% enrolled children attending	26.4	28.4	23.1	21.1
% schools with 75% and more enrolled children attending	26.4	20.9	26.0	21.5

Pupil teacher ratio (median)	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
Based on children enrolled & teachers appointed	48.1	54.9	47.0	49.8
Based on children & teachers present	34.6	44.4	33.5	34.9

School grants and teacher grants	2006		2007*	
	Std. 2	Std. 4	Std. 2	Std. 4
	% Schools			
Teacher received TLM grant	80.3	75.9	56.8	56.6
School received school maintenance grant	83.0		57.6	

Water/toilet and midday meal	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
	% Schools			
Schools with no water provision	36.0	13.9	29.8	8.6
Schools with water provision but water not available	12.5	14.6	7.8	9.4
Schools with water provision and water available	51.5	71.5	62.4	82.0
Schools with no toilet provision	71.0	31.8	63.4	25.3
Schools with toilet provision but not being used	11.5	25.2	15.3	30.5
Schools with toilet provision and use	17.5	43.0	21.3	44.2
Schools with midday meal being served on that day	61.8	75.8	87.0	93.0

Multigrade classes	2007	
	Std. 1-4/5	Std. 1-8
Schools in which...	% Schools	
Std II class sits with another class	84.2	66.9
Std IV class sits with another class	78.5	54.3

Close to 90% classes that were visited have blackboards. In more than 85% of these classes, most children have textbooks, notebooks and pen or pencil.

Please note that while 2005 data was collected during ASER 2005, 2006 data reported in the Grants table was collected in ASER 2007 by asking for last year's grant information to the respondent.

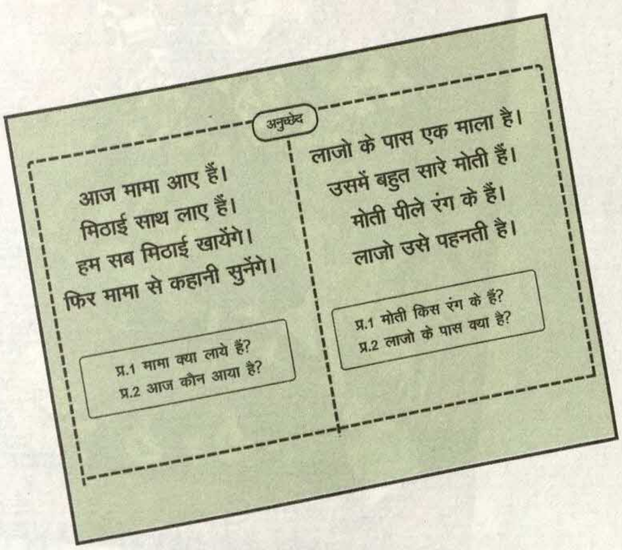
Note: ASER 2007 survey was carried out in October and November 2007. One govt. school with primary grades was visited in the sampled village. If there was more than one govt. school with primary grades, then the school with the highest enrollment was visited. Hence the schools visited in the survey do not represent a random sample from the district. The school visits were generally done either on a Saturday or a Monday.

मैं घर से आ रही थी तो रास्ते में एक गाय मिली थी
उससे बचती-बचती विद्यालय आई और पढ़ना
शुरू कर दी। विद्यालय में हिन्दी सवाल बनाई और
गणित में भाग बनाई विज्ञान में उत्तर बनाई।
अंग्रेजी में राइटिंग दिखाई और टिफिन

*Grants for 2007 may be lower than 2006 since the survey was conducted in the middle of the year.

Performance of districts

District	Pre- school: % Children (Age 3-4) in **Anganwadi** or **other pre-school**	Out of school: % Children (Age 6-14) **Out of school**	Private school: % Children (Age 6-14) in **Private school**	Std 1-2 : Learning levels: % Children (Std 1-2) who **CAN READ** letters, words or more in **OWN LANGUAGE**	Std 1-2 : Learning levels: % Children (Std 1-2) who **CAN RECOGNIZE NUMBERS** (1-9) or more	Std 1-2 : Learning levels: % Children (Std 1-2) who **CAN READ** letters or more in **ENGLISH**	Std 3-5 : Learning levels: % Children (Std 3-5) who **CAN READ** Level 1 (Std 1) text or more in **OWN LANGUAGE**	Std 3-5 : Learning levels: % Children (Std 3-5) who **CAN SUBTRACT** or do more	Std 3-5 : Learning levels: % Children (Std 3-5) who **CAN READ** sentences in **ENGLISH**
Garhwa	43.3	3.9	4.5	62.7	66.6	37.2	66.6	60.8	9.9
Palamu	65.5	3.2	7.4	69.5	63.5	40.4	61.4	55.1	23.1
Chatra	69.4	4.0	7.5	48.1	49.1	31.2	47.3	37.6	4.5
Hazaribag	87.8	1.0	24.5	89.3	85.6	75.3	71.8	68.2	20.1
Kodarma	76.2	2.1	19.0	85.0	87.2	69.9	73.5	71.6	27.0
Giridih	56.2	4.5	14.5	67.2	69.1	59.0	77.8	74.5	30.3
Deoghar	97.8	4.0	8.2	82.4	81.3	56.6	64.9	62.4	7.6
Godda	72.4	5.0	11.0	83.0	80.6	44.5	73.0	69.4	18.2
Sahibganj	50.7	7.0	4.9	67.4	62.4	34.2	59.8	59.1	22.0
Pakur	77.2	6.8	3.8	67.6	74.2	49.3	52.1	53.7	19.7
Dumka	46.6	12.2	0.4	89.7	84.8	12.7	58.9	65.2	1.6
Dhanbad	68.0	2.3	11.8	85.3	83.7	73.0	85.3	87.0	38.7
Bokaro	51.6	3.7	6.8	72.6	65.3	49.6	45.0	40.1	12.0
Ranchi	90.0	5.5	16.0	67.2	67.4	45.6	53.0	41.3	7.4
Lohardaga	63.5	6.3	12.5	69.0	67.6	48.4	65.9	58.6	20.1
Gumla	88.5	3.5	7.8	79.1	74.7	48.4	73.0	54.8	14.5
West Singhbhum	64.6	14.2	6.1	99.5	90.5	26.1	40.5	33.4	3.7
East Singhbhum	76.7	5.9	7.1	88.3	81.4	75.2	63.7	48.5	11.3
Latehar	75.7	5.7	6.9	76.4	71.2	49.7	67.5	62.1	17.9
Jamtara	88.2	2.3	1.7	94.6	92.4	75.8	72.8	73.8	21.1
Sindega	73.2	4.3	13.3	80.7	84.0	70.5	68.2	59.2	10.1
Saraikela	66.9	5.8	4.9	92.3	90.6	71.2	67.2	69.4	16.4
Total	**71.5**	**5.0**	**10.3**	**76.9**	**75.1**	**52.3**	**64.1**	**58.9**	**16.6**

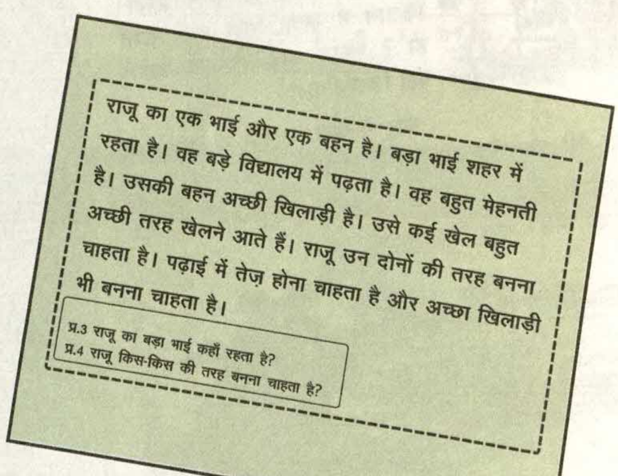

अनुच्छेद

आज मामा आए हैं।
मिठाई साथ लाए हैं।
हम सब मिठाई खायेंगे।
फिर मामा से कहानी सुनेंगे।

प्र.1 मामा क्या लाये हैं?
प्र.2 आज कौन आया है?

लाजो के पास एक माला है।
उसमें बहुत सारे मोती हैं।
मोती पीले रंग के हैं।
लाजो उसे पहनती है।

प्र.1 मोती किस रंग के हैं?
प्र.2 लाजो के पास क्या है?


राजू का एक भाई और एक बहन है। बड़ा भाई शहर में रहता है। वह बड़े विद्यालय में पढ़ता है। वह बहुत मेहनती है। उसकी बहन अच्छी खिलाड़ी है। उसे कई खेल बहुत अच्छी तरह खेलने आते हैं। राजू उन दोनों की तरह बनना चाहता है। पढ़ाई में तेज़ होना चाहता है और अच्छा खिलाड़ी भी बनना चाहता है।

प्र.3 राजू का बड़ा भाई कहाँ रहता है?
प्र.4 राजू किस-किस की तरह बनना चाहता है?





जोड़

आओ जोड़ का खेल खेलें

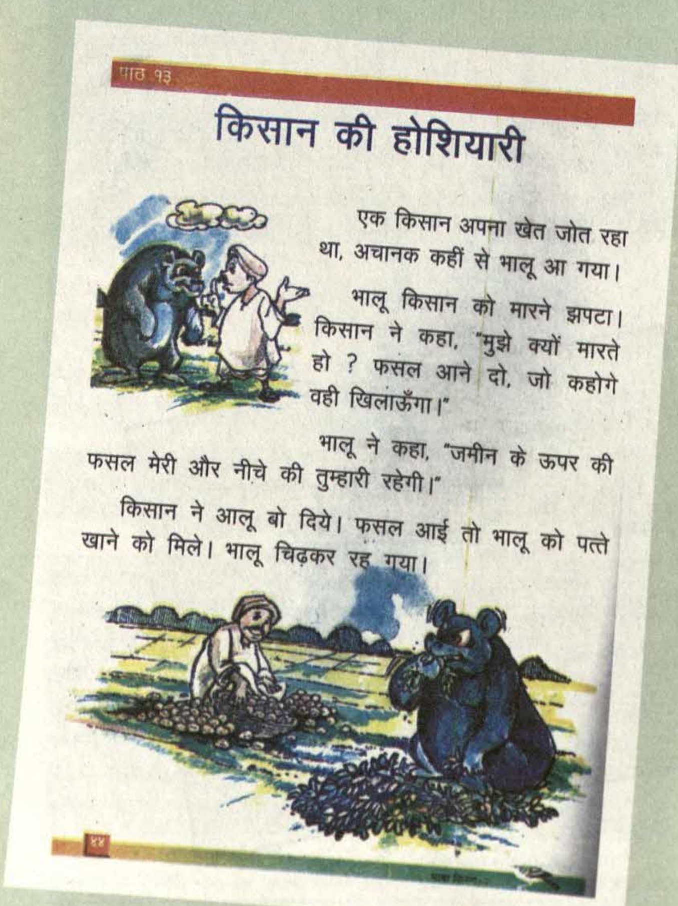
- चार–चार की टोलियाँ बनाओ।
- अपनी स्लेट में १५ से २० तक की कोई एक संख्या लिखो।
- बारी–बारी से पांसा फेंको। जितनी संख्या आये उतने कंकड़ उठाओ।
- जो सबसे पहले लिखी संख्या तक पहुँचेगा वही जीतेगा।

रेनू ने अपनी स्लेट पर १८ लिखा। उसने पहली बार पांसा फेंका तो ४ आया। रेनू ने कंकड़ों के ढेर में से ४ कंकड़ निकाल कर अलग रख लिए। पुनः पांसा फेंका। अबकी बार ३ आया। उसने ३ कंकड़ निकाल लिये। इसी प्रकार तीसरी बार में पांसा फेंकने पर ५ तथा चौथी बार में ६ आया। इन कंकड़ों को भी उसने अलग रखा। अब उसने अलग निकाले कंकड़ों को जोड़ा। जोड़ने पर कुल कंकड़ हुए –

४ + ३ + ५ + ६ = १८

- बच्चो ऐसे ही तुम भी खेलो और जोड़ कर देखो, कौन जीता, कौन हारा ?

इसी खेल को अन्य तरीकों से भी खेलें जैसे – दो पांसे फेंकवाकर दोनों पर आयी संख्याओं के जोड़ के बराबर कंकड़ निकलवाएँ।



पाठ १३

किसान की होशियारी

एक किसान अपना खेत जोत रहा था, अचानक कहीं से भालू आ गया।

भालू किसान को मारने झपटा। किसान ने कहा, "मुझे क्यों मारते हो ? फसल आने दो, जो कहोगे वही खिलाऊँगा।"

भालू ने कहा, "जमीन के ऊपर की फसल मेरी और नीचे की तुम्हारी रहेगी।"

किसान ने आलू बो दिये। फसल आई तो भालू को पत्ते खाने को मिले। भालू चिढ़कर रह गया।



UTTAR PRADESH RURAL

All analysis based on data from 69 out of 69 districts

Enrollment

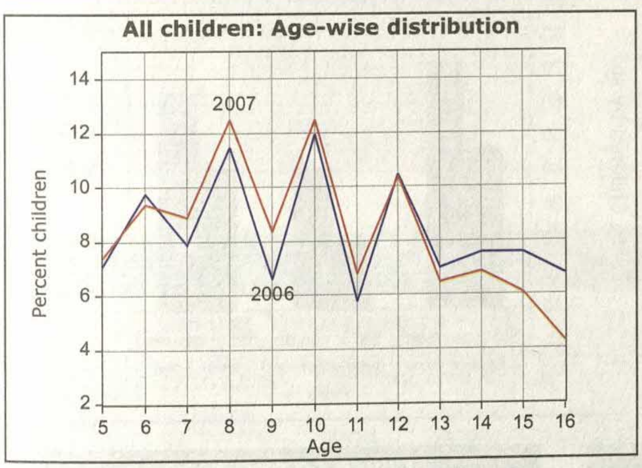
School enrollment and out of school children 2006 vs. 2007

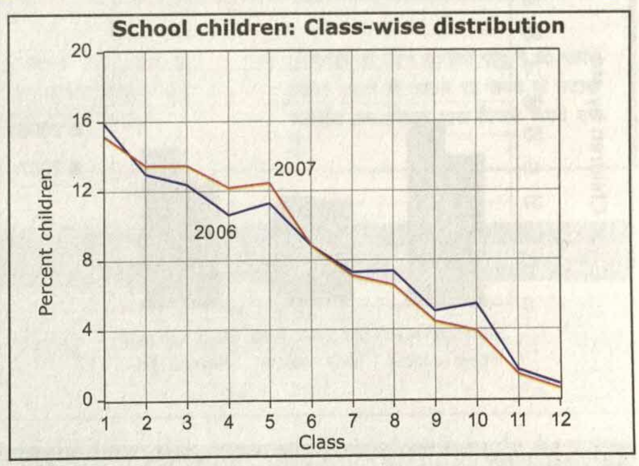
	2006					2007				
	% Children in each age group in different types of schools			% Out of school		% Children in each age group in different types of schools			% Out of school	
	Govt.	Pvt.	Other (Madarsa + EGS)	Not in School	Total	Govt.	Pvt.	Other (Madarsa + EGS)	Not in School	Total
Age: 6 -14 ALL	61.8	30.3	1.9	6.0	100	65.6	29.1	1.4	3.9	100
Age: 7-16 ALL	59.1	30.2	1.8	8.9	100	62.0	30.5	1.3	6.2	100
Age: 7- 10 ALL	64.8	29.4	2.1	3.7	100	70.9	25.4	1.5	2.3	100
Age: 7-10 BOYS	62.5	32.2	2.0	3.3	100	68.3	28.2	1.3	2.1	100
Age: 7-10 GIRLS	67.8	25.7	2.2	4.3	100	74.2	21.7	1.6	2.6	100
Age: 11-14 ALL	57.6	31.9	1.6	8.9	100	56.6	35.3	1.2	7.0	100
Age: 11-14 BOYS	57.2	34.2	1.4	7.3	100	55.4	37.8	1.0	5.8	100
Age: 11-14 GIRLS	58.2	28.9	1.8	11.1	100	58.2	32.0	1.4	8.5	100
Age: 15-16 ALL	47.4	28.7	1.3	22.6	100	41.9	37.7	1.0	19.3	100
Age: 15-16 BOYS	49.2	29.1	1.1	20.6	100	43.8	38.1	1.0	17.2	100
Age: 15-16 GIRLS	44.7	28.1	1.5	25.6	100	39.5	37.1	1.1	22.2	100

Note: "Not in school" includes children who have never gone to school or have dropped out.

Age and Class

Age-wise and class-wise distribution of children in sample





Young Children

In pre-school (Balwadi/Anganwadi) or in school 2006 vs. 2007

	2006						2007					
	% Children						% Children					
	In balwadi or anganwadi	In School			Not going anywhere	Total	In balwadi or anganwadi	In School			Not going anywhere	Total
		Govt.	Pvt.	Other School				Govt.	Pvt.	Other School		
Age: 3 ALL	41.4				58.6	100	62.8				37.2	100
Age: 4 ALL	54.6				45.4	100	67.6				32.4	100
Age: 5 ALL	28.8	31.0	18.2	1.4	20.6	100	19.1	48.6	21.2	1.9	9.3	100
Age: 6 ALL	1.9	61.0	28.3	2.5	6.3	100	4.3	66.5	23.3	1.9	4.1	100

Learning Level

Reading level: % Children who can read

Std.	Nothing	Letter	Word	Level 1 (Std 1) Text	Level 2 (Std 2 text)	Total
I	45.8	41.0	9.2	2.3	1.9	100
II	18.2	41.3	26.6	7.8	6.0	100
III	8.8	26.9	31.9	17.8	14.5	100
IV	5.3	16.4	22.6	25.3	30.3	100
V	3.2	10.6	16.0	23.3	46.9	100
VI	1.9	5.4	9.5	17.9	65.3	100
VII	1.4	3.9	5.1	14.0	75.6	100
VIII	0.9	2.2	4.3	9.3	83.3	100
Total	13.4	21.9	17.4	14.6	32.8	100

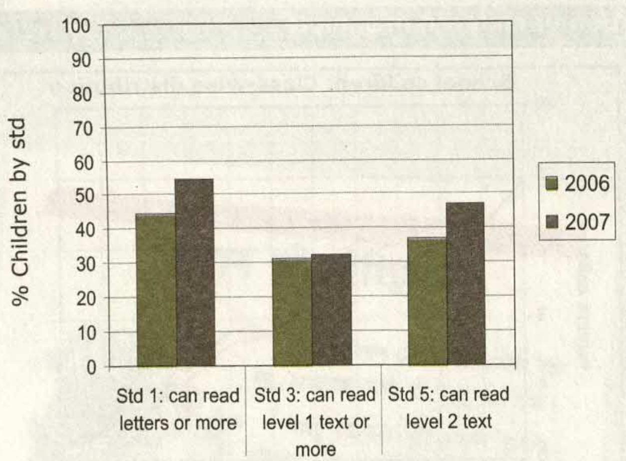
Arithmetic level: % Children who can

Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	10-99			
I	47.3	40.5	9.6	1.9	0.8	100
II	19.8	43.8	26.6	7.2	2.6	100
III	9.5	31.4	34.3	18.0	7.0	100
IV	6.2	20.6	28.6	27.3	17.3	100
V	4.2	13.8	21.6	30.9	29.5	100
VI	3.0	8.3	16.6	27.6	44.6	100
VII	2.1	6.2	13.2	24.2	54.3	100
VIII	2.3	4.3	9.1	19.8	64.5	100
Total	14.4	24.6	21.1	18.3	21.6	100

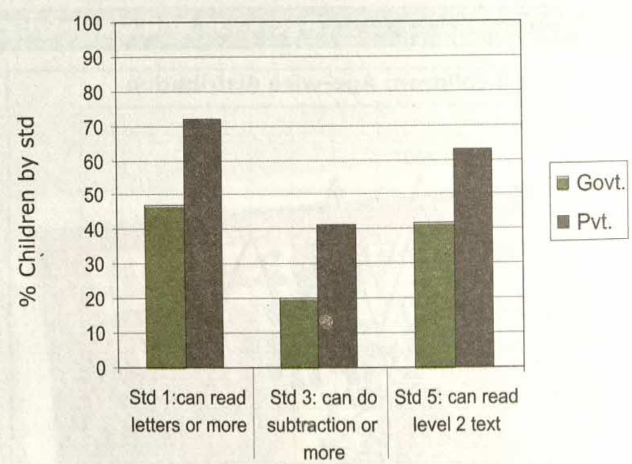
Only subtraction and division data comparable with previous ASER.

Comparisons

ASER 2006 & 2007 : Reading Levels - All Schools



ASER 2007 : Govt. vs Pvt. Schools



English reading level: % Children who

Std.	Cannot read capital letters	Can read capital letters	Can read small letters	Can read simple words	Can read easy sentences	Total
I	65.6	23.3	7.4	2.6	1.2	100
II	44.6	31.1	15.2	6.7	2.5	100
III	29.4	30.3	22.0	13.6	4.7	100
IV	20.4	24.1	23.0	21.9	10.6	100
V	14.2	18.6	21.9	26.9	18.4	100
VI	8.5	11.9	19.2	27.7	32.8	100
VII	6.3	7.7	15.5	26.1	44.3	100
VIII	5.2	6.5	11.1	22.6	54.7	100
Total	28.7	21.4	17.0	16.8	16.1	100

English comprehension

Std.	Of those who can read words, % who can tell meaning of the words	Of those who can read sentences, % who can tell meaning of sentences
I	41.9	66.8
II	50.1	70.8
III	51.6	76.3
IV	55.2	77.4
V	54.6	77.9
VI	61.4	81.0
VII	62.3	83.2
VIII	63.3	85.7
Total	56.7	81.3

Comprehension & Problem solving

Ability of children by reading level to read and answer orally

Children in age group : 6 to 10

Reading level	% Children in specific reading level	% at each level who can orally answer questions	
		based on Std 1 level text only	based on Std 2 level text
Word	21.9	9.5	5.3
Std 1 level text	14.7	59.3	22.7
Std 2 level text	18.7	88.6	81.3

Children in age group : 11 to 14

Reading level	% Children in specific reading level	% at each level who can orally answer questions	
		based on Std 1 level text only	based on Std 2 level text
Word	10.7	17.1	10.4
Std 1 level text	16.9	67.4	30.9
Std 2 level text	62.9	94.0	89.2

Ability of children by age to listen to a subtraction problem and answer

In-school children

Age group	% Children who can solve		
	None	Simple problem only	Both problems
6 to 8	81.4	5.0	12.8
9 to 10	52.7	8.2	37.9
11 to 14	27.0	6.9	65.0

Children not in-school

Age group	% Children who can solve		
	None	Simple problem only	Both problems
6 to 8	92.1	3.3	4.2
9 to 10	70.9	6.1	21.7
11 to 14	54.4	8.1	36.7

चाचा और मदन मेले में गये।
वहाँ बहुत सारे झूले थे।
मिठाई की दुकानें भी थीं।
दोनों ने मिठाई खाई।

प्र.1 मेले में क्या-क्या था?
प्र.2 चाचा और मदन ने क्या खाया?

पहले रामपुर की ज़मीन खाली थी। वहाँ कुछ नहीं उगता था। कोई वहाँ खेलने नहीं जाता था। एक दिन कुछ लोग आये। उन्होंने गाँव के लोगों को बुलाया। सबने मिलकर तय किया कि यहाँ बगीचा बनाया जाए। खाद मँगाकर हर तरह के पौधे लगाये गये। सही समय पर पानी दिया गया। आज वहाँ एक सुंदर बगीचा है। इसलिए वहाँ सभी खेलने आते हैं।

प्र.3 बगीचे में क्या लगाया गया?
प्र.4 सबने मिलकर क्या तय किया?

(1) आपके पास 50 रूपये थे। उसमें से आपने 15 रूपये का कलम खरीदा। अब आपके पास कितने रूपये बचे हैं?

(2) दीपावली के दिन आपको बापू ने 50 रूपये दिये। उसमें से आपने 19 रूपये के पटाखे खरीदे। अब आपके पास कितने रूपये बचे हैं?

Ability of children by arithmetic level to listen to a subtraction problem and answer

Children in age group : 6 to 10

Arithmetic level	% Children in specific arithmetic level	% Children in specific arithmetic level who can solve		
		None	Simple problem only	Both problems
Number recognition 10-99	24.6	75.7	8.9	14.2
Subtraction	16.1	34.1	13.0	50.8
Division	10.8	7.2	4.7	87.2

Children in age group : 11 to 14

Arithmetic level	% Children in specific arithmetic level	% Children in specific arithmetic level who can solve		
		None	Simple problem only	Both problems
Number recognition 10-99	17.2	58.4	11.4	28.7
Subtraction	25.6	21.7	11.4	65.4
Division	44.0	3.0	2.7	93.7

School going children attending tuition class

Std.	% Children							
	I	II	III	IV	V	VI	VII	VIII
Govt. school	3.8	4.1	4.7	5.8	6.5	7.3	9.0	11.5
Pvt. school	11.6	15.1	17.0	17.4	19.5	20.1	21.9	24.5



School Observations: Schools visited - Primary (Std 1-4/5): 1796; Primary+Upper-primary (Std 1-8): 92

Teacher attendance	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
% teachers attending (average)	79.4	67.1	91.9	90.5
% schools with no teacher present	5.6	15.2	0.1	0.0
% schools with all teachers present	56.1	42.9	75.3	69.8

Children's attendance	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
% enrolled children attending (average)	67.0	63.0	64.4	66.0
% schools with less than 50% enrolled children attending	20.0	23.5	19.9	20.0
% schools with 75% and more enrolled children attending	38.3	33.7	30.9	37.8

Pupil teacher ratio (median)	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
Based on children enrolled & teachers appointed	64.0	68.5	59.4	64.2
Based on children & teachers present	50.7	53.5	41.0	43.7

School grants and teacher grants	2006		2007*	
	Std. 2	Std. 4	Std. 2	Std. 4
	% Schools			
Teacher received TLM grant	81.5	77.4	32.4	30.3
School received school maintenance grant	86.0		59.8	

Water/toilet and midday meal	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
	% Schools			
Schools with no water provision	8.7	8.0	5.8	5.5
Schools with water provision but water not available	12.5	13.9	10.3	9.9
Schools with water provision and water available	78.7	78.1	84.0	84.6
Schools with no toilet provision	24.3	25.3	15.2	12.1
Schools with toilet provision but not being used	33.6	39.6	30.4	36.3
Schools with toilet provision and use	42.1	35.1	54.4	51.6
Schools with midday meal being served on that day	56.7	52.5	95.0	93.3

Multigrade classes	2007	
	Std. 1-4/5	Std. 1-8
Schools in which...	% Schools	
Std II class sits with another class	43.0	47.3
Std IV class sits with another class	43.0	44.8

Over 90% classes that were visited have blackboards. In over 90% of these classes, most children have textbooks, notebooks and pen or pencil.

Please note that while 2005 data was collected during ASER 2005, 2006 data reported in the Grants table was collected in ASER 2007 by asking for last year's grant information to the respondent.

Note: ASER 2007 survey was carried out in October and November 2007. One govt. school with primary grades was visited in the sampled village. If there was more than one govt. school with primary grades, then the school with the highest enrollment was visited. Hence the schools visited in the survey do not represent a random sample from the district. The school visits were generally done either on a Saturday or a Monday.

कहानी

एक कौआ था उसे बहुत प्यास लगी हुई थी। वहा पर एक घड़ा पड़ा था। उस घड़े मे पानी कम था। कौआ की चोच पहुच नही पाई कौआ घड़े मे कंकर रखकर पानी पीकर उड़ गया।

*Grants for 2007 may be lower than 2006 since the survey was conducted in the middle of the year.

Performance of districts

District	Pre- school	Out of school	Private school	Std 1-2 : Learning levels			Std 3-5 : Learning levels		
	% Children (Age 3-4) in **Anganwadi** or **other pre-school**	% Children (Age 6-14) **Out of school**	% Children (Age 6-14) in **Private school**	% Children (Std 1-2) who **CAN READ** letters, words or more in **OWN LANGUAGE**	% Children (Std 1-2) who **CAN RECOGNIZE NUMBERS** (1-9) or more	% Children (Std 1-2) who **CAN READ** letters or more in **ENGLISH**	% Children (Std 3-5) who **CAN READ** Level 1 (Std 1) text or more in **OWN LANGUAGE**	% Children (Std 3-5) who **CAN SUBTRACT** or do more	% Children (Std 3-5) who **CAN READ** sentences in **ENGLISH**
Saharanpur	97.0	4.7	33.0	69.1	61.7	46.0	70.7	62.1	21.2
Muzaffarnagar	61.5	8.0	40.4	67.9	66.3	59.6	45.2	45.5	15.0
Bijnor*		0.8	35.1	73.2	68.5	50.8	65.8	54.7	14.9
Moradabad	41.0	3.2	24.3	68.7	73.1	54.4	46.0	49.0	6.9
Rampur	87.2	4.2	12.2	51.2	54.6	36.0	28.9	21.6	4.4
Jyotiba Phule Nagar	67.1	6.5	42.5	88.6	88.9	86.0	75.2	65.3	41.1
Meerut	42.7	1.8	39.1	85.1	86.9	78.0	78.8	61.2	25.7
Baghpat*		1.9	44.9	69.4	64.8	64.2	66.7	69.3	34.0
Ghaziabad	82.8	3.2	42.5	73.2	72.3	63.7	73.9	59.8	28.0
Gautam Buddha Nagar	56.3	2.8	42.6	68.0	70.2	55.0	69.9	56.9	26.5
Bulandshahar	61.5	4.8	28.7	77.5	80.8	66.1	66.0	47.9	12.6
Aligarh	67.9	2.0	32.2	71.6	72.2	50.1	47.6	42.6	11.4
Hathras	51.9	3.9	18.8	56.4	53.8	31.2	50.3	46.7	14.7
Mathura	81.2	3.8	43.5	69.0	65.7	54.7	55.3	48.6	14.0
Agra	57.5	4.0	43.7	70.3	78.6	52.9	49.0	43.6	10.3
Firozabad	94.3	0.9	26.8	53.4	50.5	40.7	53.7	37.8	12.4
Etah	98.4	0.3	19.0	71.2	69.4	44.1	44.5	46.3	3.1
Mainpuri	85.5	0.6	31.0	64.5	67.7	42.5	61.7	57.9	32.3
Budaun	53.1	12.1	16.2	78.7	74.4	57.0	41.4	45.3	4.8
Bareilly	53.9	9.6	26.4	75.7	78.5	48.9	54.6	48.0	11.4
Pilibhit	95.6	7.0	28.5	67.3	71.8	48.3	43.2	30.5	12.9
Shahjahanpur	3.5	4.6	13.7	52.5	49.4	30.9	37.7	30.4	5.1
Lakhimpur Kheri	61.5	6.3	24.6	45.5	51.8	23.8	40.1	27.9	4.5
Sitapur	68.1	9.7	24.0	59.1	60.4	42.9	39.2	27.6	4.4
Hardoi	66.2	3.7	23.6	66.0	65.7	49.8	40.6	36.7	7.6
Unnao	70.8	4.7	27.0	74.2	75.3	53.8	39.4	31.0	5.3
Lucknow	44.6	7.2	31.3	71.8	73.6	47.9	54.5	39.2	10.9
Rae Bareli	78.3	3.9	29.0	57.3	56.1	29.3	36.1	26.0	5.2
Farrukhabad	56.7	4.4	21.5	65.4	65.7	50.3	43.7	43.5	5.4
Kannauj	90.5	1.7	12.8	72.4	74.9	65.2	53.9	49.5	6.4
Etawah	86.6	1.7	15.1	61.5	65.1	57.3	64.5	59.2	6.1
Auraiya	87.3	2.0	8.7	61.5	61.2	55.2	60.3	65.9	7.2
Kanpur Dehat	85.8	0.8	27.8	62.5	57.9	43.0	27.7	22.6	4.4
Jalaun	72.0	2.2	18.9	71.0	61.9	42.3	45.1	44.9	10.5
Jhansi	73.4	2.0	15.6	75.8	69.1	44.9	50.0	51.2	7.0
Lalitpur	93.5	1.4	8.1	70.0	70.2	44.9	45.1	44.5	5.1
Hamirpur	65.3	4.1	20.0	70.7	68.3	44.4	63.2	62.7	17.1
Mahoba	64.7	2.4	20.6	73.9	74.2	40.0	50.4	42.8	5.0
Banda	55.5	4.4	14.9	64.4	60.4	26.6	50.6	46.3	3.5
Chitrakoot	74.1	3.7	19.7	55.5	47.3	26.3	30.1	22.9	5.8
Fatehpur	98.7	3.2	31.0	87.4	78.7	47.1	53.7	53.5	16.9

Performance of districts

	Pre- school	Out of school	Private school	Std 1-2 : Learning levels			Std 3-5 : Learning levels		
District	% Children (Age 3-4) in **Anganwadi** or **other pre-school**	% Children (Age 6-14) **Out of school**	% Children (Age 6-14) in **Private school**	% Children (Std 1-2) who **CAN READ** letters, words or more in **OWN LANGUAGE**	% Children (Std 1-2) who **CAN RECOGNIZE NUMBERS** (1-9) or more	% Children (Std 1-2) who **CAN READ** letters or more in **ENGLISH**	% Children (Std 3-5) who **CAN READ** Level 1 (Std 1) text or more in **OWN LANGUAGE**	% Children (Std 3-5) who **CAN SUBTRACT** or do more	% Children (Std 3-5) who **CAN READ** sentences in **ENGLISH**
Pratapgarh	58.9	4.1	35.7	66.1	61.2	30.6	41.2	24.7	3.9
Kaushambi	42.6	5.8	30.7	69.6	69.7	52.3	55.9	42.4	14.2
Allahabad	59.6	3.4	38.2	72.0	65.5	43.7	54.8	38.6	14.0
Barabanki	75.1	10.3	26.6	74.8	83.1	37.3	48.8	30.2	12.1
Faizabad	45.9	2.0	38.1	76.1	75.5	63.3	62.2	55.2	7.5
Ambedkar Nagar	72.7	1.3	32.9	55.3	57.6	28.0	54.8	46.0	4.3
Sultanpur	38.1	2.7	36.4	68.2	67.3	36.1	49.8	34.3	5.2
Bahraich	97.9	1.9	12.9	73.9	67.8	48.2	60.9	55.7	16.1
Shrawasti	86.7	3.3	4.8	83.2	84.5	37.9	80.3	75.1	19.1
Balrampur	81.0	3.7	19.6	72.3	65.8	39.6	62.2	55.6	19.3
Gonda	63.5	5.6	21.0	60.1	58.3	19.8	40.4	32.7	4.8
Siddharth Nagar	43.1	6.2	20.8	66.2	58.3	38.4	53.9	33.1	8.9
Basti	78.6	2.5	29.3	64.6	62.3	43.1	42.5	36.4	13.2
Sant Kabir Nagar	50.0	1.7	33.4	77.6	71.2	40.0	52.0	44.0	11.2
Mahrajganj	40.9	6.8	29.2	63.1	56.0	33.5	55.9	39.8	14.9
Gorakhpur	38.1	2.1	44.3	69.2	68.7	50.0	47.9	36.2	11.9
Kushinagar	89.4	2.1	26.2	77.8	64.2	38.5	67.2	51.5	3.3
Deoria	58.1	1.4	50.6	47.6	48.0	35.1	42.0	27.5	9.6
Azamgarh	66.1	2.6	29.6	45.2	53.0	33.3	48.4	26.1	5.4
Mau	75.2	0.6	37.9	71.4	67.6	52.8	68.6	57.6	21.2
Ballia	45.7	3.2	36.5	73.5	76.1	59.4	59.8	43.9	16.6
Jaunpur	40.7	2.7	35.1	61.2	59.3	33.4	52.9	34.0	10.4
Ghazipur	84.1	1.5	46.1	75.4	71.1	56.3	62.4	53.8	20.3
Chandauli	44.6	5.1	28.5	61.5	54.7	32.5	55.0	40.8	12.6
Varanasi	73.9	3.6	29.9	83.3	78.2	49.3	72.1	55.7	15.9
Sant Ravidas Nagar	55.4	1.5	29.4	80.2	66.3	47.1	51.9	40.9	12.1
Mirzapur	74.7	1.9	18.7	72.6	70.2	52.7	48.3	41.4	8.3
Sonbhadra	54.1	7.8	24.7	71.0	59.7	39.7	54.4	30.3	7.8
Total	**65.6**	**3.9**	**29.1**	**67.2**	**65.7**	**44.3**	**52.2**	**42.8**	**11.1**

* Blank cells indicate insufficient data.





Gujarat

Daman and Diu

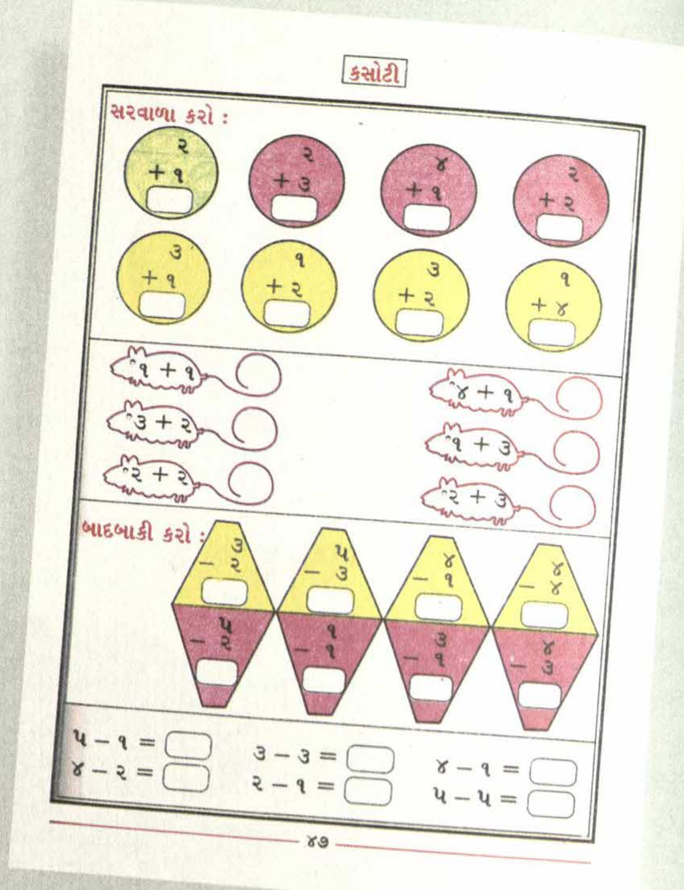
Dadra and Nagar Haveli

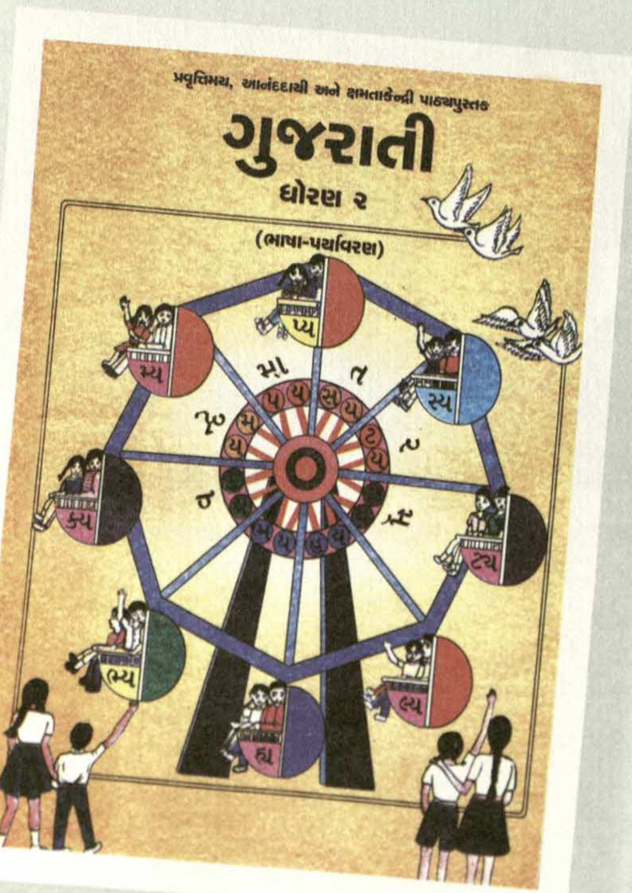
Madhya Pradesh

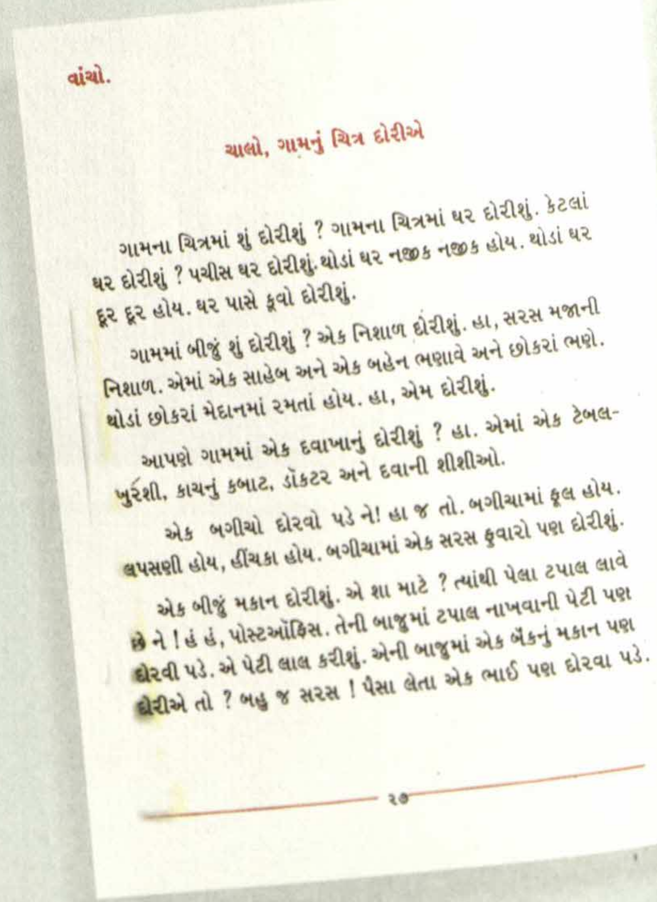
Chhattisgarh

Orissa








વાંચો.

ચાલો, ગામનું ચિત્ર દોરીએ

ગામના ચિત્રમાં શું દોરીશું ? ગામના ચિત્રમાં ઘર દોરીશું. કેટલાં ઘર દોરીશું ? પચીસ ઘર દોરીશું. થોડાં ઘર નજીક નજીક હોય. થોડાં ઘર દૂર દૂર હોય. ઘર પાસે કૂવો દોરીશું.

ગામમાં બીજું શું દોરીશું ? એક નિશાળ દોરીશું. હા, સરસ મજાની નિશાળ. એમાં એક સાહેબ અને એક બહેન ભણાવે અને છોકરાં ભણે. થોડાં છોકરાં મેદાનમાં રમતાં હોય. હા, એમ દોરીશું.

આપણે ગામમાં એક દવાખાનું દોરીશું ? હા. એમાં એક ટેબલ-ખુરશી, કાચનું કબાટ, ડૉક્ટર અને દવાની શીશીઓ.

એક બગીચો દોરવો પડે ને! હા જ તો. બગીચામાં ફૂલ હોય. લપસણી હોય, હીંચકા હોય. બગીચામાં એક સરસ ફુવારો પણ દોરીશું.

એક બીજું મકાન દોરીશું. એ શા માટે ? ત્યાંથી પેલા ટપાલ લાવે છે ને ! હં હં, પોસ્ટઑફિસ. તેની બાજુમાં ટપાલ નાખવાની પેટી પણ દોરવી પડે. એ પેટી લાલ કરીશું. એની બાજુમાં એક બૅંકનું મકાન પણ દોરીએ તો ? બહુ જ સરસ ! પૈસા લેતા એક ભાઈ પણ દોરવા પડે.

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GUJARAT RURAL

All analysis based on data from 25 out of 25 districts

Enrollment

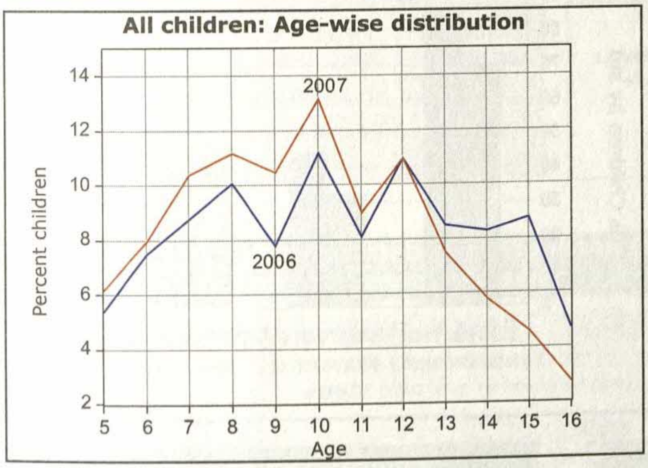
School enrollment and out of school children 2006 vs. 2007

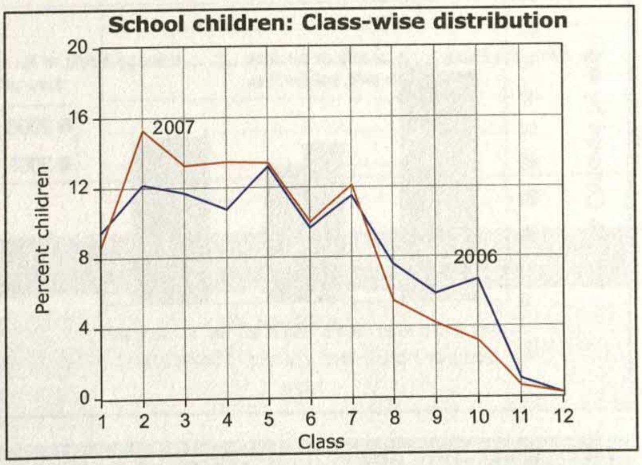
	2006					2007				
	% Children in each age group in different types of schools			% Out of school		% Children in each age group in different types of schools			% Out of school	
	Govt.	Pvt.	Other (Madarsa + EGS)	Not in School	Total	Govt.	Pvt.	Other (Madarsa + EGS)	Not in School	Total
Age: 6 -14 ALL	89.3	5.1	0.1	5.6	100	90.2	5.8	0.4	3.7	100
Age: 7-16 ALL	86.0	5.6	0.1	8.4	100	86.4	7.7	0.4	5.6	100
Age: 7- 10 ALL	92.4	4.6	0.1	3.0	100	94.2	3.5	0.2	2.1	100
Age: 7-10 BOYS	92.2	5.1	0.1	2.6	100	94.4	3.7	0.2	1.7	100
Age: 7-10 GIRLS	92.6	3.8	0.1	3.5	100	94.0	3.2	0.3	2.5	100
Age: 11-14 ALL	85.2	5.8	0.1	8.9	100	83.9	9.3	0.6	6.2	100
Age: 11-14 BOYS	87.2	5.8	0.1	6.9	100	84.3	9.8	0.7	5.2	100
Age: 11-14 GIRLS	82.3	5.9	0.1	11.7	100	83.3	8.7	0.4	7.6	100
Age: 15-16 ALL	70.2	7.6	0.1	22.1	100	49.9	25.8	0.5	23.8	100
Age: 15-16 BOYS	73.6	7.2	0.2	19.1	100	50.3	28.8	0.5	20.4	100
Age: 15-16 GIRLS	64.4	8.3	0.0	27.3	100	49.4	21.5	0.5	28.6	100

Note: "Not in school" includes children who have never gone to school or have dropped out.

Age and Class

Age-wise and class-wise distribution of children in sample





Young Children

In pre-school (Balwadi/Anganwadi) or in school 2006 vs. 2007

	2006						2007					
	% Children						% Children					
	In balwadi or anganwadi	In School			Not going anywhere	Total	In balwadi or anganwadi	In School			Not going anywhere	Total
		Govt.	Pvt.	Other School				Govt.	Pvt.	Other School		
Age: 3 ALL	79.1				20.9	100	76.5				23.5	100
Age: 4 ALL	89.1				10.9	100	86.7				13.3	100
Age: 5 ALL	67.3	22.4	1.2	0.0	9.1	100	36.1	55.4	2.9	0.2	5.4	100
Age: 6 ALL	1.3	91.9	3.8	0.1	3.0	100	3.3	90.5	3.3	0.1	2.8	100

Learning Level

Reading level: % Children who can read

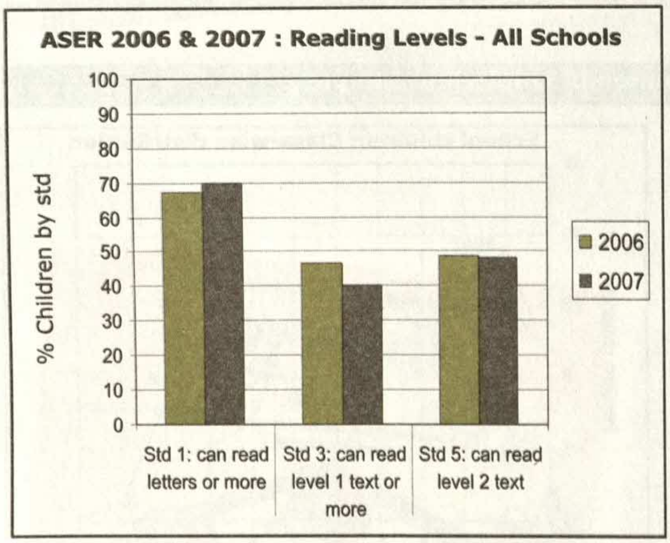
Std.	Nothing	Letter	Word	Level 1 (Std 1) Text	Level 2 (Std 2 text)	Total
I	30.0	53.8	12.5	1.6	2.1	100
II	11.7	42.5	33.3	8.2	4.4	100
III	3.0	17.6	39.3	27.1	13.0	100
IV	1.0	7.7	20.8	36.9	33.7	100
V	0.7	4.6	12.0	34.5	48.2	100
VI	0.5	2.2	6.1	24.3	66.9	100
VII	0.6	1.6	2.8	14.2	80.9	100
VIII	0.5	1.1	1.7	9.3	87.4	100
Total	5.6	17.0	18.4	21.0	38.1	100

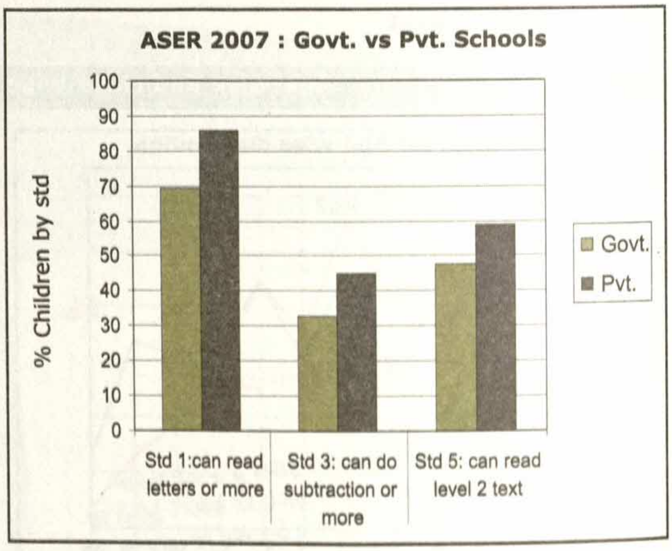
Arithmetic level: % Children who can

Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	10-99			
I	24.0	54.3	18.8	1.7	1.3	100
II	11.6	41.4	39.1	6.3	1.5	100
III	4.6	18.6	43.3	27.5	6.0	100
IV	2.0	9.5	27.9	41.7	18.9	100
V	1.5	4.9	19.9	39.4	34.4	100
VI	0.9	3.1	14.3	34.6	47.2	100
VII	1.0	1.9	7.4	26.7	63.1	100
VIII	0.5	1.3	4.7	20.2	73.3	100
Total	5.6	17.4	24.4	25.6	27.0	100

Only subtraction and division data comparable with previous ASER.

Comparisons





English reading level: % Children who

Std.	Cannot read capital letters	Can read capital letters	Can read small letters	Can read simple words	Can read easy sentences	Total
I	83.3	12.7	2.2	1.0	0.8	100
II	67.4	23.5	5.8	2.4	0.9	100
III	44.7	31.9	14.2	7.1	2.1	100
IV	26.1	31.5	19.9	17.4	5.1	100
V	11.1	26.0	21.2	29.4	12.4	100
VI	6.8	18.0	16.0	33.5	25.8	100
VII	4.2	11.8	11.8	34.0	38.2	100
VIII	2.0	6.1	8.5	24.5	58.9	100
Total	32.3	22.0	13.1	18.1	14.5	100

English comprehension

Std.	Of those who can read words, % who can tell meaning of the words	Of those who can read sentences, % who can tell meaning of sentences
I	30.3	95.0
II	52.6	43.6
III	48.2	67.9
IV	57.5	69.0
V	60.2	74.7
VI	65.5	76.1
VII	63.7	82.0
VIII	64.8	85.7
Total	61.1	79.6

Comprehension & Problem solving

Ability of children by reading level to read and answer orally

Children in age group : 6 to 10

Reading level	% Children in specific reading level	% at each level who can orally answer questions: based on Std 1 level text only	% at each level who can orally answer questions: based on Std 2 level text
Word	26.4	8.3	4.1
Std 1 level text	23.3	67.0	23.8
Std 2 level text	19.8	93.9	83.3

Children in age group : 11 to 14

Reading level	% Children in specific reading level	% at each level who can orally answer questions: based on Std 1 level text only	% at each level who can orally answer questions: based on Std 2 level text
Word	4.9	18.0	12.1
Std 1 level text	19.0	81.0	40.0
Std 2 level text	73.6	97.0	92.1

Ability of children by age to listen to a subtraction problem and answer

In-school children

Age group	% Children who can solve: None	Simple problem only	Both problems
6 to 8	82.4	5.8	11.3
9 to 10	45.8	9.2	43.7
11 to 14	15.2	7.0	77.1

Children not in-school

Age group	% Children who can solve: None	Simple problem only	Both problems
6 to 8	88.1	6.0	4.9
9 to 10	75.0	6.8	18.3
11 to 14	52.4	7.0	40.2

આ નદી છે, તેમાં બહુ પાણી છે.
પાણીમાં ચાર નાવડીઓ છે.
નાવડી પેલે પાર ઉતારે છે.
નદી મને ગમે છે.

પ્રશ્ન : ૧ નદીમાં શું છે ?
પ્રશ્ન : ૨ નાવડી ક્યાં ઉતારે છે ?

માણસ જેમ ઘર બાંધે છે તેમ પંખી માળો બાંધે અને કીડી-મકોડા દર બનાવે છે. ઝૂપડી પણ ઘર છે, બંગલો પણ ઘર છે. પંખીનો માળો ઘાસ - સરકડાંનો બનેલો હોય છે. એમાં પીછાં, પાંદડાં અને રૂ હોય છે. પંખી માળામાં ઈંડાં અને બચ્ચાંને રાખે. બચ્ચાં મોટાં થઈ જાય એટલે માળો ખાલી. ઘરમાં તો બધાં જ રહે. બા, બાપુજી, બાળકો, દાદા-દાદી. ઘરમાં બધાં એકબીજાની કાળજી રાખે છે.

પ્રશ્ન : ૩ પંખીનો માળો શેનો બનેલો હોય છે ?
પ્રશ્ન : ૪ ઘરમાં કોણ કોણ રહે છે ?

૧. તમારી પાસે ૫૦ રૂપિયા છે. તમે ૩૫ રૂપિયાના બૂટ ખરીદ્યા. હવે તમારી પાસે કેટલા રૂપિયા વધ્યા ?

૨. તમારી પાસે ૫૦ રૂપિયા છે. તમે ૨૮ રૂપિયાની મીઠાઈ ખરીદી. હવે તમારી પાસે કેટલા રૂપિયા વધ્યા ?

Ability of children by arithmetic level to listen to a subtraction problem and answer

Children in age group : 6 to 10

Arithmetic level	% Children in specific arithmetic level	% Children in specific arithmetic level who can solve: None	Simple problem only	Both problems
Number recognition 10-99	32.9	85.9	5.8	7.7
Subtraction	24.9	31.4	16.0	51.1
Division	11.3	5.9	6.6	86.5

Children in age group : 11 to 14

Arithmetic level	% Children in specific arithmetic level	% Children in specific arithmetic level who can solve: None	Simple problem only	Both problems
Number recognition 10-99	10.3	63.0	10.7	24.6
Subtraction	29.5	17.2	12.6	68.7
Division	57.0	2.4	3.5	93.8

School going children attending tuition class

Std.	I	II	III	IV	V	VI	VII	VIII
% Children								
Govt. school	4.0	5.6	6.2	5.9	7.5	7.3	10.3	13.0
Pvt. school	19.8	23.5	26.6	26.1	40.3	31.1	35.2	26.0



School Observations: Schools visited - Primary (Std 1-4/5): 72; Primary+Upper-primary (Std 1-8): 503

Teacher attendance	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
% teachers attending (average)	84.3	87.5	94.5	92.9
% schools with no teacher present	5.0	2.2	0.0	0.0
% schools with all teachers present	65.0	54.7	85.2	69.8

Children's attendance	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
% enrolled children attending (average)	96.6	85.7	81.5	85.5
% schools with less than 50% enrolled children attending	9.3	1.5	4.3	2.8
% schools with 75% and more enrolled children attending	72.1	79.3	68.1	85.8

Pupil teacher ratio (median)	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
Based on children enrolled & teachers appointed	31.0	36.3	28.8	32.0
Based on children & teachers present	28.0	33.3	24.8	29.4

School grants and teacher grants	2006		2007*	
	Std. 2	Std. 4	Std. 2	Std. 4
	% Schools			
Teacher received TLM grant	94.6	94.1	91.2	90.2
School received school maintenance grant	89.5		85.2	

Water/toilet and midday meal	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
	% Schools			
Schools with no water provision	26.8	18.9	15.5	12.0
Schools with water provision but water not available	9.8	7.1	11.3	2.7
Schools with water provision and water available	63.4	74.0	73.2	85.3
Schools with no toilet provision	45.2	23.5	12.1	8.0
Schools with toilet provision but not being used	14.3	9.1	9.1	3.9
Schools with toilet provision and use	40.5	67.4	78.8	88.1
Schools with midday meal being served on that day	92.7	88.4	95.7	94.5

Multigrade classes	2007	
	Std. 1-4/5	Std. 1-8
Schools in which...	% Schools	
Std II class sits with another class	56.9	27.5
Std IV class sits with another class	56.7	26.2

Over 90% classes that were visited have blackboards. In over 90% of these classes, most children have textbooks, notebooks and pen or pencil.

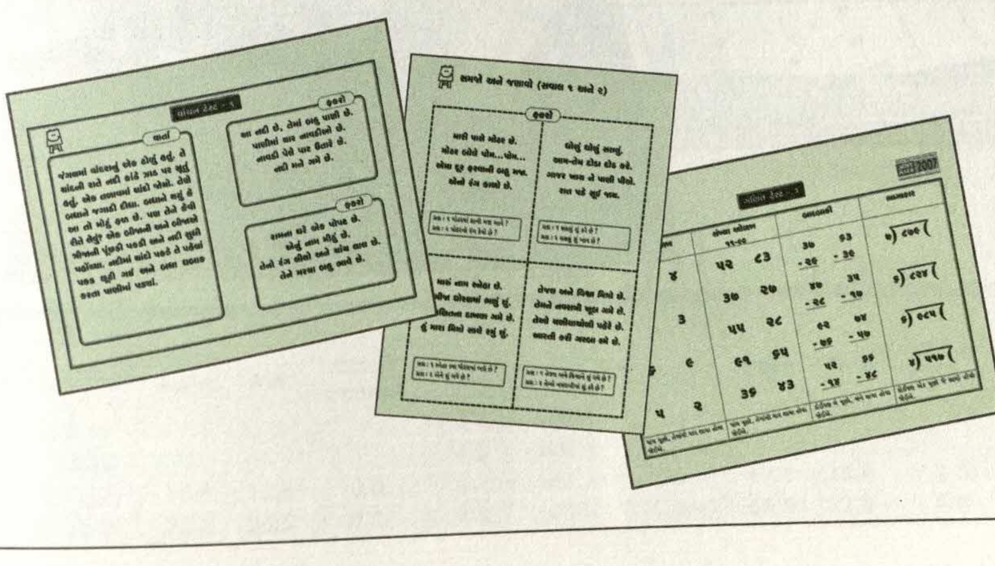
Please note that while 2005 data was collected during ASER 2005, 2006 data reported in the Grants table was collected in ASER 2007 by asking for last year's grant information to the respondent.

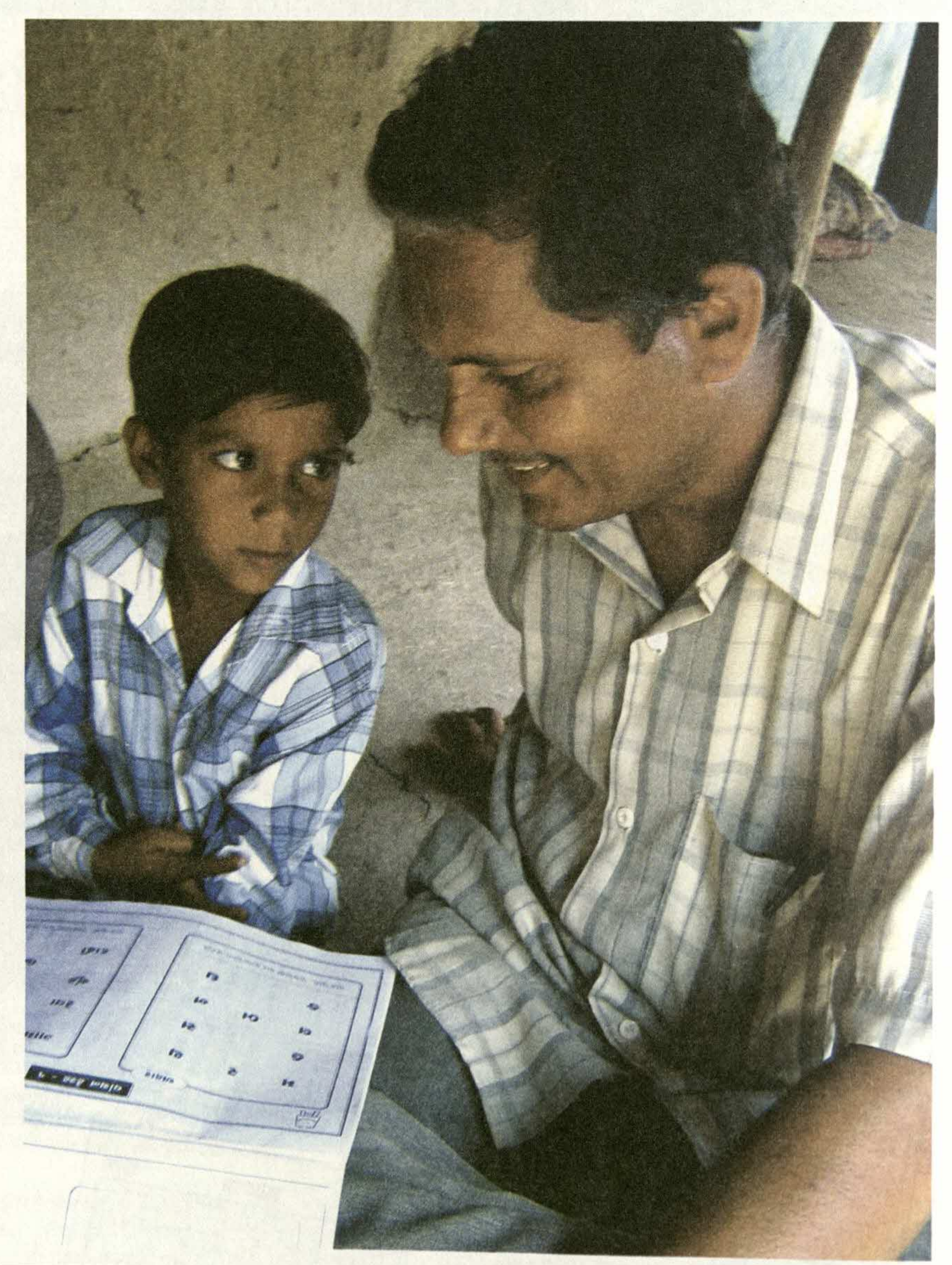
Note: ASER 2007 survey was carried out in October and November 2007. One govt. school with primary grades was visited in the sampled village. If there was more than one govt. school with primary grades, then the school with the highest enrollment was visited. Hence the schools visited in the survey do not represent a random sample from the district. The school visits were generally done either on a Saturday or a Monday.

*Grants for 2007 may be lower than 2006 since the survey was conducted in the middle of the year.

Performance of districts

District	Pre- school	Out of school	Private school	Std 1-2 : Learning levels			Std 3-5 : Learning levels		
	% Children (Age 3-4) in **Anganwadi** or **other pre-school**	% Children (Age 6-14) **Out of school**	% Children (Age 6-14) in **Private school**	% Children (Std 1-2) who **CAN READ** letters, words or more in **OWN LANGUAGE**	% Children (Std 1-2) who **CAN RECOGNIZE NUMBERS** (1-9) or more	% Children (Std 1-2) who **CAN READ** letters or more in **ENGLISH**	% Children (Std 3-5) who **CAN READ** Level 1 (Std 1) text or more in **OWN LANGUAGE**	% Children (Std 3-5) who **CAN SUBTRACT** or do more	% Children (Std 3-5) who **CAN READ** sentences in **ENGLISH**
Kachchh	82.9	6.7	3.0	72.5	76.3	17.0	54.5	56.7	2.5
Banas Kantha	72.6	8.1	4.0	80.1	85.9	8.0	77.3	67.8	4.6
Patan	52.1	0.9	11.4	92.4	93.6	27.1	82.5	85.7	14.7
Mahesana	43.1	0.5	4.4	89.5	89.6	51.8	78.4	83.9	10.8
Sabar Kantha	79.3	3.7	2.4	79.2	75.2	18.5	57.9	52.3	5.7
Gandhinagar	82.2	6.5	1.6	78.4	80.3	11.1	50.0	32.0	1.6
Ahmedabad	76.9	4.6	10.2	83.8	75.3	28.1	63.3	49.7	9.8
Surendranagar	95.0	2.7	1.2	92.3	93.1	55.6	82.1	74.1	4.4
Rajkot	94.9	2.8	16.5	74.4	76.6	34.1	64.7	53.9	6.1
Jamnagar	82.1	4.1	14.8	91.8	95.2	54.8	74.0	66.7	16.5
Porbandar	97.3	4.0	6.7	87.5	85.2	30.0	67.8	54.9	12.7
Junagadh	84.9	1.0	3.8	84.5	89.5	48.9	68.0	61.0	19.6
Amreli	55.6	4.6	8.7	89.9	91.7	30.3	76.2	64.7	7.9
Bhavnagar	71.7	6.1	6.3	78.6	82.1	31.1	58.3	48.0	6.3
Anand	91.1	2.7	5.3	92.6	92.0	44.9	69.3	60.1	8.0
Kheda	94.6	1.6	5.2	72.4	80.5	35.3	60.0	45.7	6.9
Panch Mahals	88.8	2.4	1.7	74.8	76.5	13.8	52.2	46.4	3.0
Dahod	90.6	3.6	5.4	76.6	83.5	23.0	56.1	45.2	1.4
Vadodara	79.4	4.1	5.6	75.0	78.1	12.9	51.3	29.5	0.7
Narmada	85.9	3.1	5.6	65.2	66.2	7.0	23.1	34.0	0.6
Bharuch	87.5	4.5	4.5	76.6	81.4	33.7	53.8	51.5	7.7
Surat	84.8	4.9	5.6	87.2	90.9	12.4	58.6	47.9	3.3
The Dangs	84.8	9.1	2.3	63.5	71.0	28.4	50.9	36.3	3.2
Navsari	67.3	0.4	3.4	99.4	96.1	31.5	77.8	74.3	5.9
Valsad	84.2	2.5	4.9	84.2	85.3	18.2	61.8	40.8	2.5
Total	**82.1**	**3.7**	**5.8**	**81.7**	**83.9**	**26.9**	**64.6**	**56.0**	**6.5**





DAMAN AND DIU RURAL

All analysis based on data from 2 out of 2 districts

Enrollment

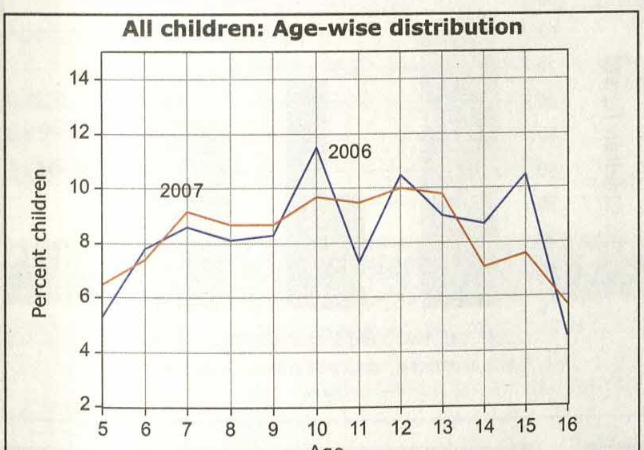
School enrollment and out of school children 2006 vs. 2007

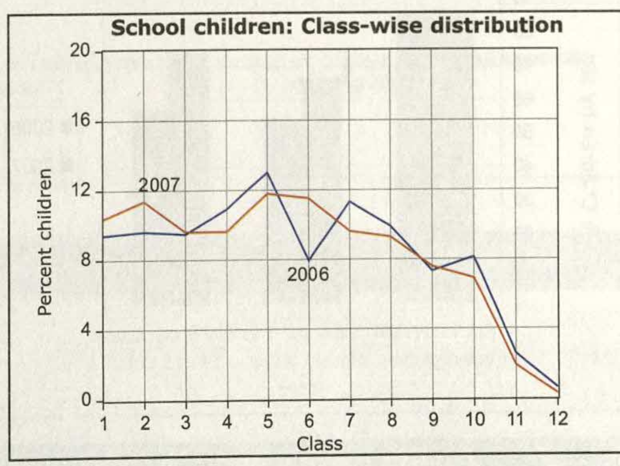
	2006					2007				
	% Children in each age group in different types of schools			% Out of school		% Children in each age group in different types of schools			% Out of school	
	Govt.	Pvt.	Other (Madarsa + EGS)	Not in School	Total	Govt.	Pvt.	Other (Madarsa + EGS)	Not in School	Total
Age: 6 -14 ALL	75.8	23.2	0.0	1.0	100	75.3	23.1	0.0	1.6	100
Age: 7-16 ALL	78.1	20.2	0.0	1.7	100	75.8	21.1	0.0	3.1	100
Age: 7- 10 ALL	71.1	28.1	0.0	0.8	100	70.2	28.9	0.0	0.9	100
Age: 7-10 BOYS	67.6	31.7	0.0	0.7	100	66.2	32.5	0.0	1.4	100
Age: 7-10 GIRLS	74.9	24.3	0.0	0.9	100	74.7	24.9	0.0	0.5	100
Age: 11-14 ALL	81.3	17.4	0.0	1.4	100	82.3	15.3	0.0	2.4	100
Age: 11-14 BOYS	78.2	20.8	0.0	1.0	100	79.6	17.3	0.0	3.1	100
Age: 11-14 GIRLS	84.7	13.6	0.0	1.7	100	85.3	13.2	0.0	1.6	100
Age: 15-16 ALL	88.0	7.3	0.0	4.7	100	73.3	15.5	0.0	11.2	100
Age: 15-16 BOYS	85.3	11.2	0.0	3.5	100	71.4	19.6	0.0	9.0	100
Age: 15-16 GIRLS	90.8	3.2	0.0	6.0	100	75.3	11.0	0.0	13.7	100

Note: "Not in school" includes children who have never gone to school or have dropped out.

Age and Class

Age-wise and class-wise distribution of children in sample





Young Children

In pre-school (Balwadi/Anganwadi) or in school 2006 vs. 2007

	2006						2007					
	% Children						% Children					
	In balwadi or anganwadi	In School			Not going anywhere	Total	In balwadi or anganwadi	In School			Not going anywhere	Total
		Govt.	Pvt.	Other School				Govt.	Pvt.	Other School		
Age: 3 ALL	94.4				5.6	100	92.7				7.3	100
Age: 4 ALL	95.5				4.5	100	97.7				2.3	100
Age: 5 ALL	73.4	10.6	11.8	0.0	4.2	100	35.5	47.8	11.4	2.5	2.9	100
Age: 6 ALL	1.0	72.1	26.5	0.0	0.4	100	6.4	60.5	32.0	0.0	1.1	100

Learning Level

Reading level: % Children who can read

Std.	Nothing	Letter	Word	Level 1 (Std 1) Text	Level 2 (Std 2 text)	Total
I	15.4	44.4	30.3	7.2	2.7	100
II	8.2	22.6	34.7	16.7	17.8	100
III	3.9	9.4	32.4	22.6	31.8	100
IV	1.1	6.8	27.0	17.5	47.5	100
V	1.5	5.3	12.0	24.0	57.2	100
VI	2.6	2.5	9.9	24.7	60.4	100
VII	0.7	1.8	4.9	20.6	72.0	100
VIII	0.5	0.5	6.7	11.5	81.0	100
Total	4.3	11.9	19.7	18.3	45.8	100

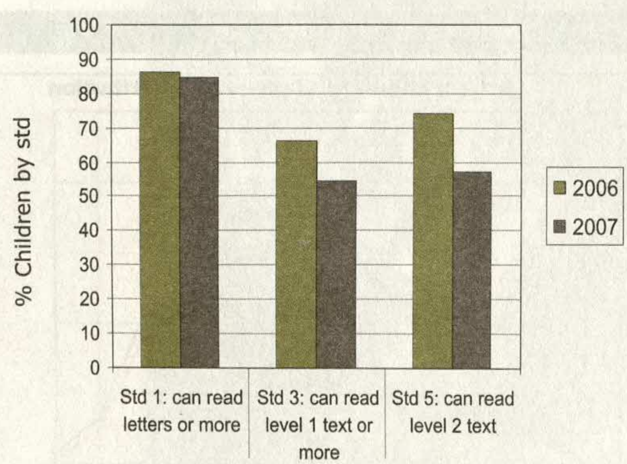
Arithmetic level: % Children who can

Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	10-99			
I	9.5	47.3	37.3	4.4	1.5	100
II	6.2	28.6	36.2	18.4	10.6	100
III	2.6	15.1	38.0	27.5	16.9	100
IV	2.9	8.6	24.1	30.8	33.6	100
V	0.9	6.6	19.6	20.2	52.7	100
VI	1.3	3.8	16.0	29.5	49.4	100
VII	0.9	3.9	12.2	30.0	53.1	100
VIII	0.5	1.2	9.6	23.8	64.9	100
Total	3.1	14.5	24.2	22.9	35.3	100

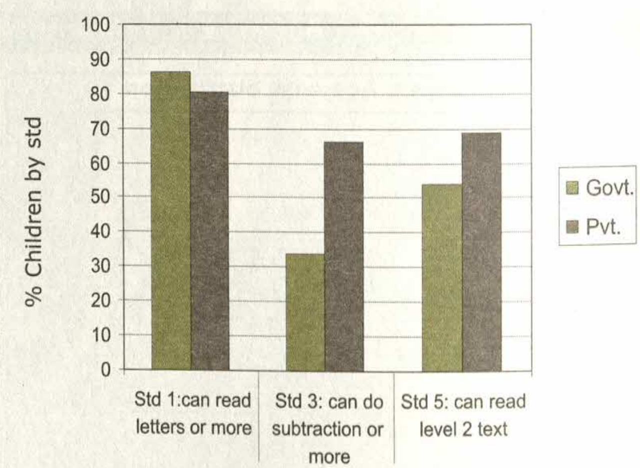
Only subtraction and division data comparable with previous ASER.

Comparisons

ASER 2006 & 2007 : Reading Levels - All Schools



ASER 2007 : Govt. vs Pvt. Schools



English reading level: % Children who

Std.	Cannot read capital letters	Can read capital letters	Can read small letters	Can read simple words	Can read easy sentences	Total
I	46.3	29.6	9.5	9.3	5.4	100
II	46.8	17.2	6.8	16.3	12.9	100
III	29.6	20.5	11.1	17.5	21.3	100
IV	26.2	16.0	9.4	19.2	29.2	100
V	5.7	20.6	12.0	22.8	38.9	100
VI	3.1	12.3	18.5	23.9	42.3	100
VII	3.0	10.1	12.9	25.7	48.3	100
VIII	1.8	5.4	8.3	23.5	61.0	100
Total	20.3	16.6	11.2	19.8	32.1	100

English comprehension

Std.	Of those who can read words, % who can tell meaning of the words	Of those who can read sentences, % who can tell meaning of sentences
I	53.3	84.7
II	47.1	82.6
III	73.1	79.0
IV	46.0	93.0
V	50.8	91.1
VI	64.8	88.0
VII	61.0	89.5
VIII	67.4	91.4
Total	58.3	89.0

Comprehension & Problem solving

Ability of children by reading level to read and answer orally

Children in age group : 6 to 10			
Reading level	% Children in specific reading level	% at each level who can orally answer questions	
		based on Std 1 level text only	based on Std 2 level text
Word	28.5	15.7	8.1
Std 1 level text	18.4	69.4	32.4
Std 2 level text	30.9	90.9	87.2

Children in age group : 11 to 14			
Reading level	% Children in specific reading level	% at each level who can orally answer questions	
		based on Std 1 level text only	based on Std 2 level text
Word	7.4	30.2	26.3
Std 1 level text	19.5	77.3	27.1
Std 2 level text	69.0	97.8	93.9

Ability of children by age to listen to a subtraction problem and answer

In-school children			
Age group	% Children who can solve		
	None	Simple problem only	Both problems
6 to 8	70.3	5.2	23.4
9 to 10	31.1	6.9	61.0
11 to 14	18.3	5.0	76.0

Children not in-school			
Age group	% Children who can solve		
	None	Simple problem only	Both problems
6 to 8	96.4	0.0	3.7
9 to 10	50.0	0.0	50.0
11 to 14	26.9	0.0	73.1

તેજલ અને વિશ્વા મિત્રો છે.
તેમને નવરાત્રી ખૂબ ગમે છે.
તેઓ ચણીયાચોળી પહેરે છે.
આરતી કરી ગરબા રમે છે.

પ્રશ્ન : ૧ તેજલ અને વિશ્વાને શું ગમે છે ?
પ્રશ્ન : ૨ તેઓ નવરાત્રીમાં શું કરે છે ?

જંગલમાં વાંદરાનું એક ટોળું હતું. તે ચાંદની રાતે નદી કાંઠે ઝાડ પર સૂતું હતું. એક તળાવમાં ચાંદો જોયો. તેણે બધાને જગાડી દીધા. બધાને થયું કે આ તો મોટું ફળ છે. પણ તેને કેવી રીતે લેવું? એક બીજાની અને બીજાએ ત્રીજાની પૂંછડી પકડી અને નદી સુધી પહોંચ્યા. નદીમાં ચાંદો પકડે તે પહેલાં પકડ છૂટી ગઈ અને બધા ધબાક કરતા પાણીમાં પડ્યાં.

પ્રશ્ન : ૧ એક વાંદરાએ નદીમાં શું જોયું ?
પ્રશ્ન : ૨ વાંદરાઓ નદી સુધી કેવી રીતે પહોંચ્યાં ?

૧. તમારી પાસે ૫૦ રૂપિયા છે. તમે ૨૫ રૂપિયાની ચોપડીઓ ખરીદી હવે તમારી પાસે કેટલા રૂપિયા વધ્યા ?

૨. તમારી પાસે ૫૦ રૂપિયા છે. તમે ૨૩ રૂપિયાની શાકભાજી ખરીદી. હવે તમારી પાસે કેટલા રૂપિયા વધ્યા ?

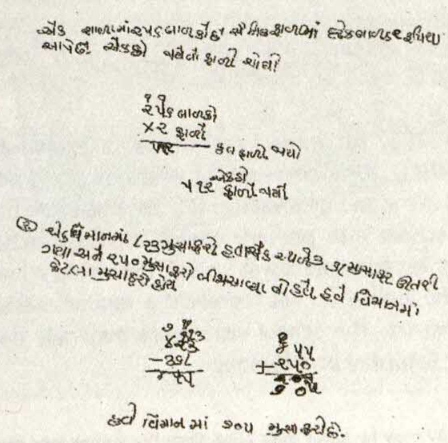
Ability of children by arithmetic level to listen to a subtraction problem and answer

Children in age group : 6 to 10				
Arithmetic level	% Children in specific arithmetic level	% Children in specific arithmetic level who can solve		
		None	Simple problem only	Both problems
Number recognition 10-99	31.0	75.8	7.7	15.3
Subtraction	21.9	32.2	6.1	60.7
Division	22.3	0.4	3.4	94.5

Children in age group : 11 to 14				
Arithmetic level	% Children in specific arithmetic level	% Children in specific arithmetic level who can solve		
		None	Simple problem only	Both problems
Number recognition 10-99	14.8	67.2	8.7	23.1
Subtraction	25.6	18.4	9.3	70.8
Division	55.5	1.3	1.3	97.2

School going children attending tuition class

% Children								
Std.	I	II	III	IV	V	VI	VII	VIII
Govt. school	25.2	20.8	35.8	28.1	34.7	38.4	25.6	35.7
Pvt. school	75.9	82.0	79.6	77.2	87.2	81.6	59.7	80.6



School Observations: Schools visited - Primary (Std 1-4/5): 8; Primary+Upper-primary (Std 1-8): 3

Teacher attendance	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
% teachers attending (average)	100.0	94.4	96.4	91.7
% schools with no teacher present	0.0	0.0	0.0	0.0
% schools with all teachers present	100.0	41.7	85.7	66.7

Children's attendance	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
% enrolled children attending (average)	94.8	95.1	85.3	75.6
% schools with less than 50% enrolled children attending	0.0	0.0	14.3	0.0
% schools with 75% and more enrolled children attending	100.0	100.0	85.7	100.0

Pupil teacher ratio (median)	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
Based on children enrolled & teachers appointed	33.7	15.2	24.8	38.4
Based on children & teachers present	32.7	14.7	24.9	38.7

School grants and teacher grants	2006		2007*	
	Std. 2	Std. 4	Std. 2	Std. 4
	% Schools			
Teacher received TLM grant	77.8	75.0	37.5	37.5
School received school maintenance grant	57.1		16.7	

Water/toilet and midday meal	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
	% Schools			
Schools with no water provision	0.0	0.0	0.0	0.0
Schools with water provision but water not available	0.0	8.3	12.5	0.0
Schools with water provision and water available	100.0	91.7	87.5	100.0
Schools with no toilet provision	33.3	8.3	12.5	0.0
Schools with toilet provision but not being used	0.0	33.3	0.0	0.0
Schools with toilet provision and use	66.7	58.3	87.5	100.0
Schools with midday meal being served on that day	100.0	91.7	100.0	100.0

Multigrade classes	2007	
	Std. 1-4/5	Std. 1-8
Schools in which...	% Schools	
Std II class sits with another class	12.5	0.0
Std IV class sits with another class	0.0	0.0

Over 90% classes that were visited have blackboards. In over 90% of these classes, most children have textbooks, notebooks and pen or pencil.

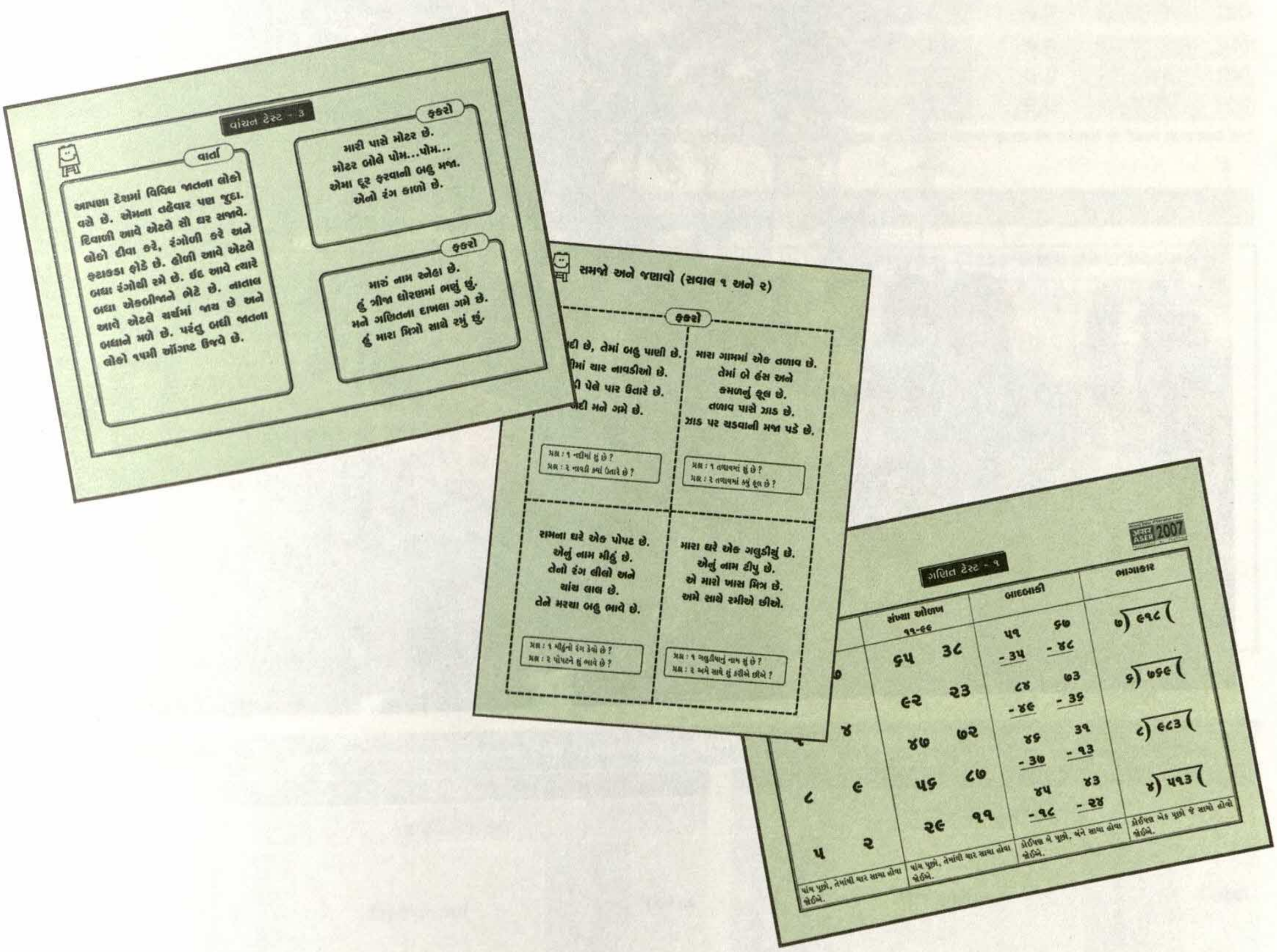
Please note that while 2005 data was collected during ASER 2005, 2006 data reported in the Grants table was collected in ASER 2007 by asking for last year's grant information to the respondent.

Note: ASER 2007 survey was carried out in October and November 2007. One govt. school with primary grades was visited in the sampled village. If there was more than one govt. school with primary grades, then the school with the highest enrollment was visited. Hence the schools visited in the survey do not represent a random sample from the district. The school visits were generally done either on a Saturday or a Monday.

*Grants for 2007 may be lower than 2006 since the survey was conducted in the middle of the year.

Performance of districts

	Pre- school	Out of school	Private school	Std 1-2 : Learning levels			Std 3-5 : Learning levels		
District	% Children (Age 3-4) in **Anganwadi** or **other pre-school**	% Children (Age 6-14) **Out of school**	% Children (Age 6-14) in **Private school**	% Children (Std 1-2) who **CAN READ** letters, words or more in **OWN LANGUAGE**	% Children (Std 1-2) who **CAN RECOGNIZE NUMBERS** (1-9) or more	% Children (Std 1-2) who **CAN READ** letters or more in **ENGLISH**	% Children (Std 3-5) who **CAN READ** Level 1 (Std 1) text or more in **OWN LANGUAGE**	% Children (Std 3-5) who **CAN SUBTRACT** or do more	% Children (Std 3-5) who **CAN READ** sentences in **ENGLISH**
Diu	88.6	5.6	4.4	74.2	76.0	40.8	52.3	40.1	13.0
Daman	97.8	0.4	28.6	91.5	95.7	56.2	72.2	67.4	35.2
Total	**95.5**	**1.6**	**23.1**	**88.4**	**92.2**	**53.5**	**67.9**	**61.5**	**30.5**





DADRA AND NAGAR HAVELI RURAL

All analysis based on data from 1 out of 1 district

Enrollment

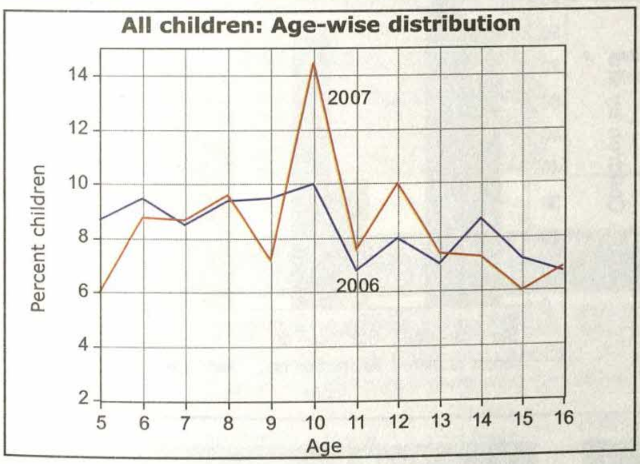
School enrollment and out of school children 2006 vs. 2007

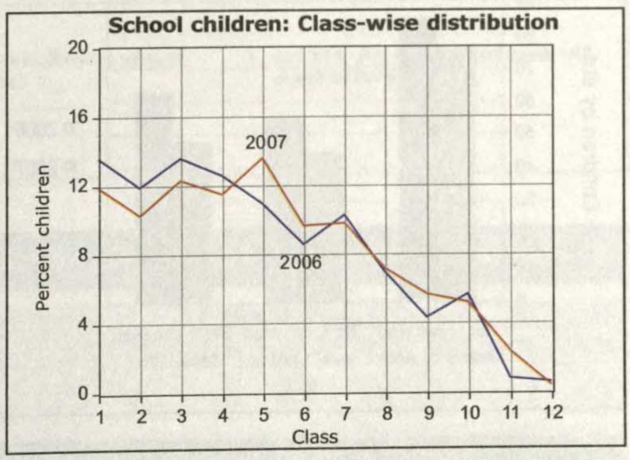
	2006					2007				
	% Children in each age group in different types of schools			% Out of school		% Children in each age group in different types of schools			% Out of school	
	Govt.	Pvt.	Other (Madarsa + EGS)	Not in School	Total	Govt.	Pvt.	Other (Madarsa + EGS)	Not in School	Total
Age: 6 -14 ALL	76.5	17.2	0.0	6.3	100	88.7	6.7	0.1	4.5	100
Age: 7-16 ALL	72.7	16.4	0.0	10.9	100	86.9	6.7	0.0	6.4	100
Age: 7- 10 ALL	76.5	19.9	0.0	3.6	100	90.5	6.9	0.0	2.6	100
Age: 7-10 BOYS	76.6	20.4	0.0	3.0	100	91.8	7.4	0.0	0.8	100
Age: 7-10 GIRLS	76.3	19.4	0.0	4.3	100	89.1	6.4	0.0	4.6	100
Age: 11-14 ALL	75.1	14.1	0.0	10.8	100	87.2	6.2	0.0	6.7	100
Age: 11-14 BOYS	80.1	15.1	0.0	4.9	100	89.3	6.1	0.0	4.6	100
Age: 11-14 GIRLS	68.6	12.8	0.0	18.6	100	84.8	6.2	0.0	9.0	100
Age: 15-16 ALL	57.3	12.2	0.0	30.5	100	75.3	7.3	0.0	17.3	100
Age: 15-16 BOYS	68.0	13.6	0.0	18.5	100	83.1	5.2	0.0	11.7	100
Age: 15-16 GIRLS	39.3	9.8	0.0	50.8	100	67.1	9.6	0.0	23.3	100

Note: "Not in school" includes children who have never gone to school or have dropped out.

Age and Class

Age-wise and class-wise distribution of children in sample





Young Children

In pre-school (Balwadi/Anganwadi) or in school 2006 vs. 2007

	2006						2007					
	% Children						% Children					
	In balwadi or anganwadi	In School			Not going anywhere	Total	In balwadi or anganwadi	In School			Not going anywhere	Total
		Govt.	Pvt.	Other School				Govt.	Pvt.	Other School		
Age: 3 ALL	60.6				39.4	100	89.7				10.3	100
Age: 4 ALL	73.9				26.1	100	93.2				6.9	100
Age: 5 ALL	60.8	24.5	3.9	0.0	10.8	100	44.3	38.6	10.0	0.0	7.1	100
Age: 6 ALL	5.4	76.6	15.3	0.0	2.7	100	2.0	83.2	7.9	1.0	5.9	100

Learning Level

Reading level: % Children who can read

Std.	Nothing	Letter	Word	Level 1 (Std 1) Text	Level 2 (Std 2 text)	Total
I	16.1	65.3	16.9	0.0	1.6	100
II	5.6	25.0	59.3	5.6	4.6	100
III	3.1	11.6	31.0	30.2	24.0	100
IV	1.7	6.0	17.2	31.9	43.1	100
V	2.1	5.7	6.4	23.4	62.4	100
VI	0.0	2.9	7.8	18.6	70.6	100
VII	0.0	0.0	0.0	10.8	89.2	100
VIII	0.0	0.0	0.0	5.6	94.4	100
Total	3.9	15.8	18.1	16.7	45.5	100

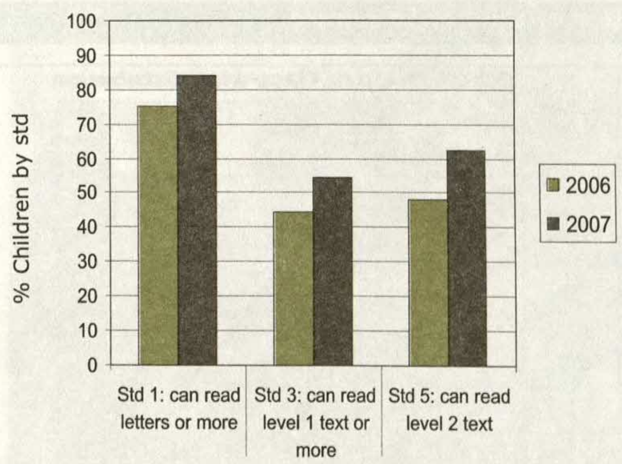
Arithmetic level: % Children who can

Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	10-99			
I	14.5	62.9	21.8	0.0	0.8	100
II	6.5	40.7	45.4	4.6	2.8	100
III	2.3	20.3	38.3	30.5	8.6	100
IV	0.0	11.9	33.9	36.4	17.8	100
V	2.8	9.9	19.7	33.8	33.8	100
VI	0.0	3.9	15.7	31.4	49.0	100
VII	0.0	1.0	7.8	25.5	65.7	100
VIII	1.4	0.0	4.1	16.4	78.1	100
Total	3.7	20.2	24.5	22.9	28.8	100

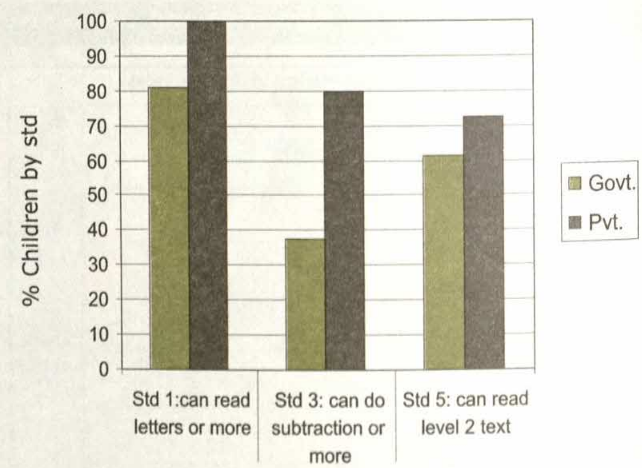
Only subtraction and division data comparable with previous ASER.

Comparisons

ASER 2006 & 2007 : Reading Levels - All Schools



ASER 2007 : Govt. vs Pvt. Schools



English reading level: % Children who

Std.	Cannot read capital letters	Can read capital letters	Can read small letters	Can read simple words	Can read easy sentences	Total
I	88.8	6.0	3.5	0.9	0.9	100
II	72.1	16.4	6.7	1.9	2.9	100
III	61.1	19.1	11.9	1.6	6.4	100
IV	35.1	27.9	24.3	5.4	7.2	100
V	14.5	25.4	29.7	18.1	12.3	100
VI	6.9	16.7	29.4	18.6	28.4	100
VII	2.0	11.1	15.2	24.2	47.5	100
VIII	2.8	5.6	15.5	18.3	57.8	100
Total	37.5	16.8	17.3	10.6	17.8	100

English comprehension

Std.	Of those who can read words, % who can tell meaning of the words	Of those who can read sentences, % who can tell meaning of sentences
I	100.0	100.0
II	50.0	100.0
III	50.0	87.5
IV	66.7	87.5
V	63.6	88.2
VI	57.9	89.7
VII	73.9	91.3
VIII	50.0	95.1
Total	63.2	91.5

Comprehension & Problem solving

Ability of children by reading level to read and answer orally

Children in age group : 6 to 10

Reading level	% Children in specific reading level	% at each level who can orally answer questions: based on Std 1 level text only	% at each level who can orally answer questions: based on Std 2 level text
Word	26.1	5.8	2.2
Std 1 level text	19.4	82.5	17.3
Std 2 level text	28.9	95.5	87.7

Children in age group : 11 to 14

Reading level	% Children in specific reading level	% at each level who can orally answer questions: based on Std 1 level text only	% at each level who can orally answer questions: based on Std 2 level text
Word	5.5	23.5	17.7
Std 1 level text	14.6	80.0	24.4
Std 2 level text	76.7	97.1	92.4

Ability of children by age to listen to a subtraction problem and answer

In-school children

Age group	% Children who can solve: None	Simple problem only	Both problems
6 to 8	80.7	4.4	14.6
9 to 10	40.0	8.9	50.6
11 to 14	19.7	5.5	74.5

Children not in-school

Age group	% Children who can solve: None	Simple problem only	Both problems
6 to 8	75.0	8.3	16.7
9 to 10	100.0	0.0	0.0
11 to 14	60.9	8.7	26.1

ધોળું ધોળું સસલું.
આમ-તેમ દોડા દોડ કરે.
ગાજર ખાય ને પાણી પીએ.
રાત પડે સૂઈ જાય.

પ્રશ્ન : ૧ સસલું શું કરે છે ?
પ્રશ્ન : ૨ સસલું શું ખાય છે ?

શિયાળો આવે એટલે ઠંડી લાગે અને ઊનનાં કપડાં પહેરવાં ગમે. રાતે તાપણું કરી તેને ફરતા ગોળ બેસી વાતો કરવી ગમે. ઉનાળો આવે ત્યારે ગરમી શરૂ થઈ જાય. પાતળાં કપડાં પહેરવાં ગમે અને પંખામાં સૂવું ગમે. ચોમાસું આવે એટલે ખૂબ વરસાદ પડે. નદીમાં પૂર આવે અને ખેતરમાં અનાજ ઊગી નીકળે. બહાર જતાં છત્રી સાથે રાખવી પડે.

પ્રશ્ન : ૧ ઉનાળામાં શું કરવું ગમે ?
પ્રશ્ન : ૨ ચોમાસામાં બહાર જતા શું સાથે રાખવું પડે ?

૧. તમારી પાસે ૫૦ રૂપિયા છે. તમે ૪૫ રૂપિયાનાં કપડાં ખરીદ્યા. હવે તમારી પાસે કેટલા રૂપિયા વધ્યા ?

૨. તમારી પાસે ૫૦ રૂપિયા છે. તમે ૩૭ રૂપિયાની શાકભાજી ખરીદી. હવે તમારી પાસે કેટલા રૂપિયા વધ્યા ?

Ability of children by arithmetic level to listen to a subtraction problem and answer

Children in age group : 6 to 10

Arithmetic level	% Children in specific arithmetic level	% Children in specific arithmetic level who can solve: None	Simple problem only	Both problems
Number recognition 10-99	31.1	92.1	4.2	3.6
Subtraction	22.7	19.8	14.9	63.6
Division	14.9	1.3	3.8	94.9

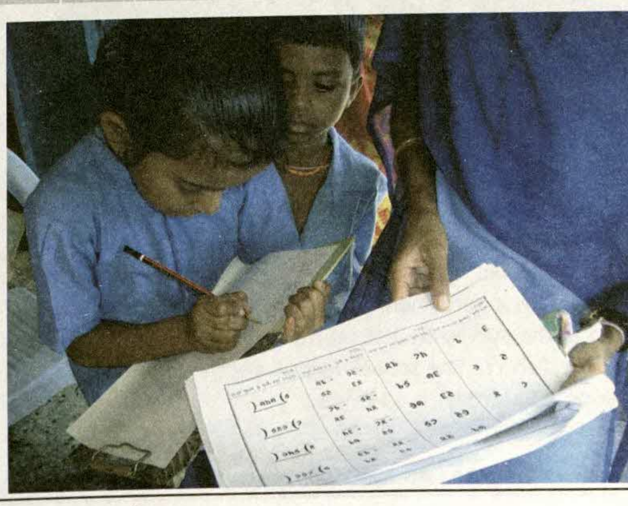
Children in age group : 11 to 14

Arithmetic level	% Children in specific arithmetic level	% Children in specific arithmetic level who can solve: None	Simple problem only	Both problems
Number recognition 10-99	14.2	75.0	11.4	13.6
Subtraction	26.4	13.4	9.8	75.6
Division	53.4	1.2	1.2	97.6

School going children attending tuition class

% Children

Std.	I	II	III	IV	V	VI	VII	VIII
Govt. school	8.6	8.1	3.2	10.0	9.9	8.3	6.3	10.1
Pvt. school	76.5	66.7	80.0	57.1	36.4	0.0	83.3	50.0



Annual Status of Education Report
असर ASER 2007 RURAL
Facilitated by PRATHAM

Dadra and Nagar Haveli RURAL

School Observations: Schools visited - Primary (Std 1-4/5): 5; Primary+Upper-primary (Std 1-8): 17

Teacher attendance	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
% teachers attending (average)	95.8	99.0	100.0	97.0
% schools with no teacher present	0.0	0.0	0.0	0.0
% schools with all teachers present	83.3	88.9	100.0	76.5

Children's attendance	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
% enrolled children attending (average)	79.9	85.2	77.8	86.3
% schools with less than 50% enrolled children attending	0.0	0.0	20.0	5.9
% schools with 75% and more enrolled children attending	66.7	83.3	80.0	94.1

Pupil teacher ratio (median)	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
Based on children enrolled & teachers appointed	44.6	45.5	44.3	37.9
Based on children & teachers present	40.2	39.8	35.0	32.8

School grants and teacher grants	2006		2007*	
	Std. 2	Std. 4	Std. 2	Std. 4
	% Schools			
Teacher received TLM grant	90.9	90.9	0.0	8.3
School received school maintenance grant	95.2		11.1	

Water/toilet and midday meal	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
	% Schools			
Schools with no water provision	0.0	22.2	0.0	11.8
Schools with water provision but water not available	66.7	0.0	0.0	11.8
Schools with water provision and water available	33.3	77.8	100.0	76.5
Schools with no toilet provision	50.0	5.6	40.0	56.3
Schools with toilet provision but not being used	16.7	11.1	0.0	6.3
Schools with toilet provision and use	33.3	83.3	60.0	37.5
Schools with midday meal being served on that day	83.3	94.4	100.0	100.0

Multigrade classes	2007	
	Std. 1-4/5	Std. 1-8
Schools in which...	% Schools	
Std II class sits with another class	100.0	35.3
Std IV class sits with another class	100.0	35.3

Over 90% classes that were visited have blackboards. In over 90% of these classes, most children have textbooks, notebooks and pen or pencil.

Please note that while 2005 data was collected during ASER 2005, 2006 data reported in the Grants table was collected in ASER 2007 by asking for last year's grant information to the respondent.

Note: ASER 2007 survey was carried out in October and November 2007. One govt. school with primary grades was visited in the sampled village. If there was more than one govt. school with primary grades, then the school with the highest enrollment was visited. Hence the schools visited in the survey do not represent a random sample from the district. The school visits were generally done either on a Saturday or a Monday.

(૨) શૈલજાએ ૪૪ રૂપિયા ૫૦ પૈસાના પુસ્તકો
અને ૫૬ રૂપિયા ૨૫ પૈસાની નોટબુકો
ખરીદી તેણે કુલ કેટલી રકમ ચૂકવવી પડે

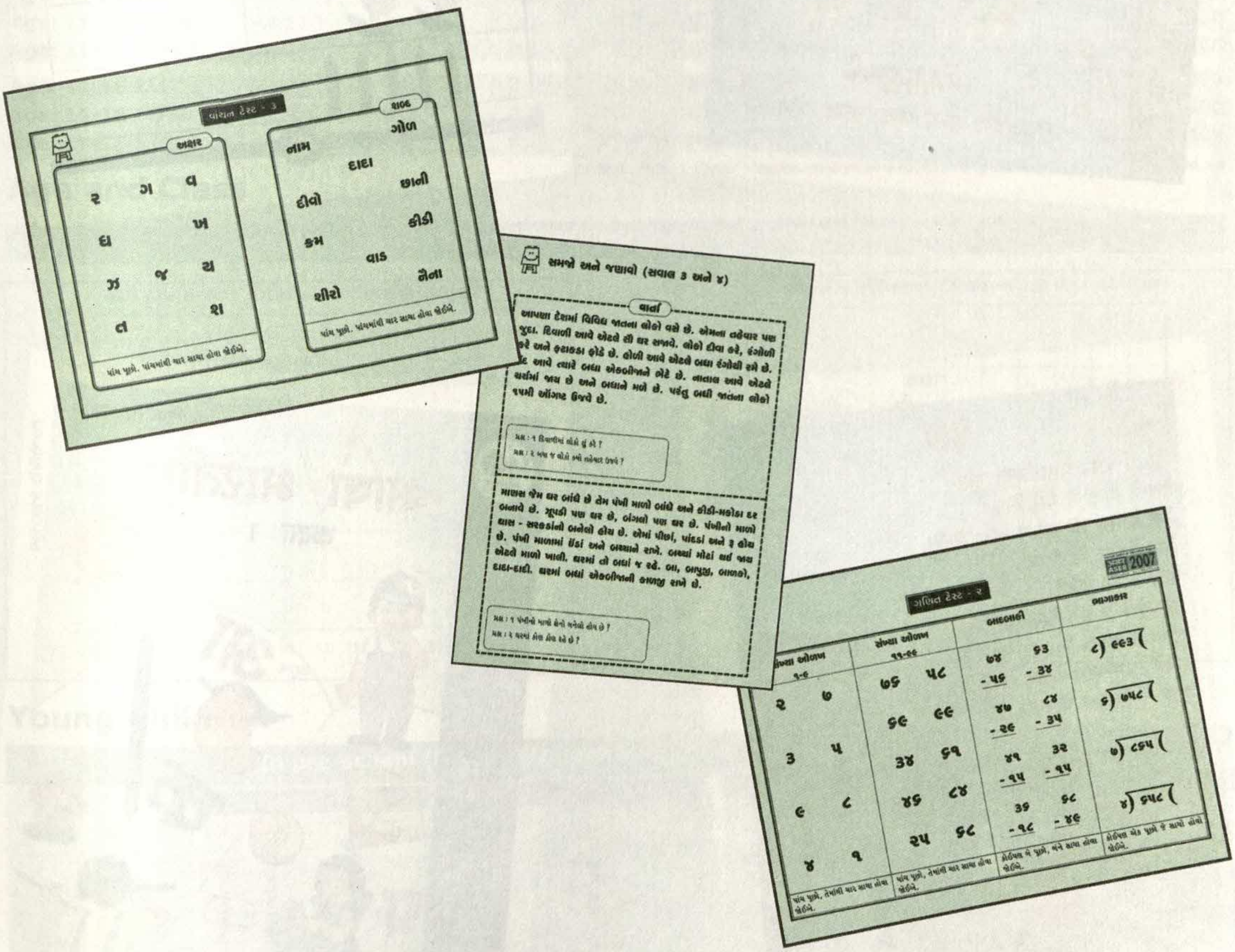
રૂપિયા	પૈસા
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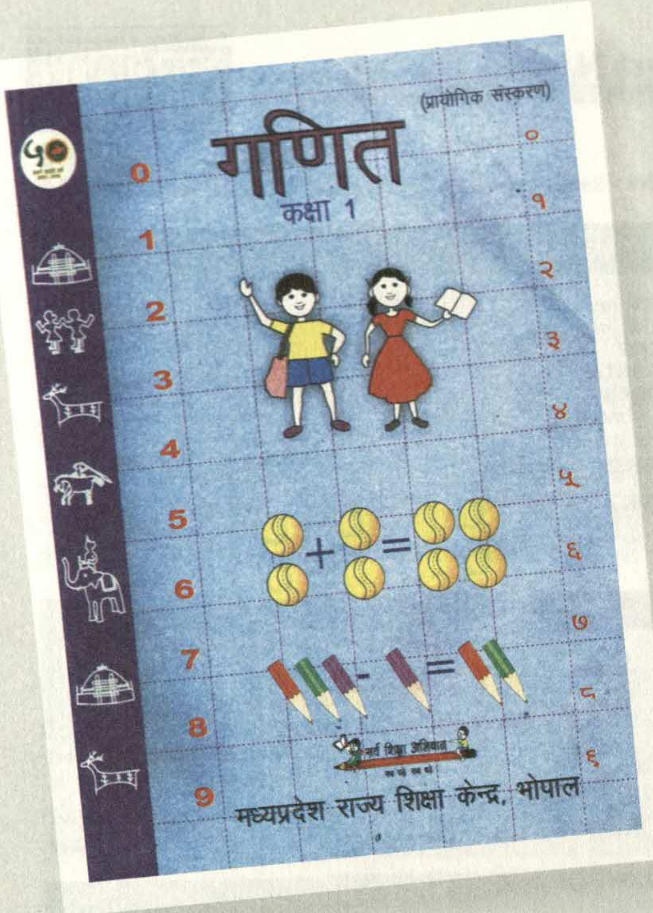
શૈલજાએ ૧૦૦ રૂપિયા અને ૭૫ પૈસા ચૂકવવા પડે

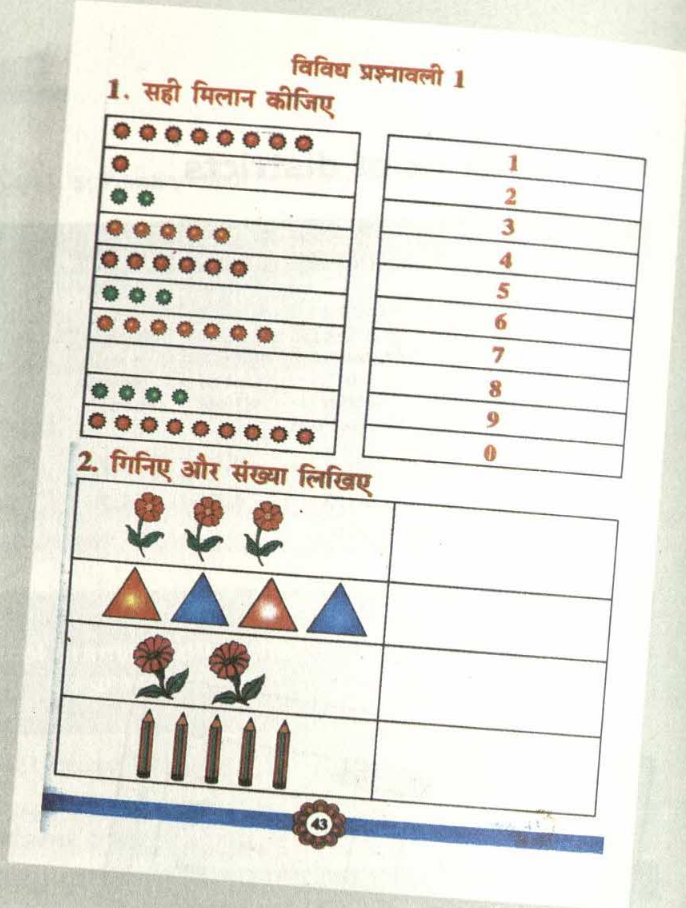
*Grants for 2007 may be lower than 2006 since the survey was conducted in the middle of the year.

Performance of districts

District	Pre- school	Out of school	Private school	Std 1-2 : Learning levels			Std 3-5 : Learning levels		
	% Children (Age 3-4) in **Anganwadi** or **other pre-school**	% Children (Age 6-14) **Out of school**	% Children (Age 6-14) in **Private school**	% Children (Std 1-2) who **CAN READ** letters, words or more in **OWN LANGUAGE**	% Children (Std 1-2) who **CAN RECOGNIZE NUMBERS** (1-9) or more	% Children (Std 1-2) who **CAN READ** letters or more in **ENGLISH**	% Children (Std 3-5) who **CAN READ** Level 1 (Std 1) text or more in **OWN LANGUAGE**	% Children (Std 3-5) who **CAN SUBTRACT** or do more	% Children (Std 3-5) who **CAN READ** sentences in **ENGLISH**
Dadra & Nagar	91.5	4.5	6.7	88.8	89.2	19.1	72.0	54.1	8.8
Total	**91.5**	**4.5**	**6.7**	**88.8**	**89.2**	**19.1**	**72.0**	**54.1**	**8.8**





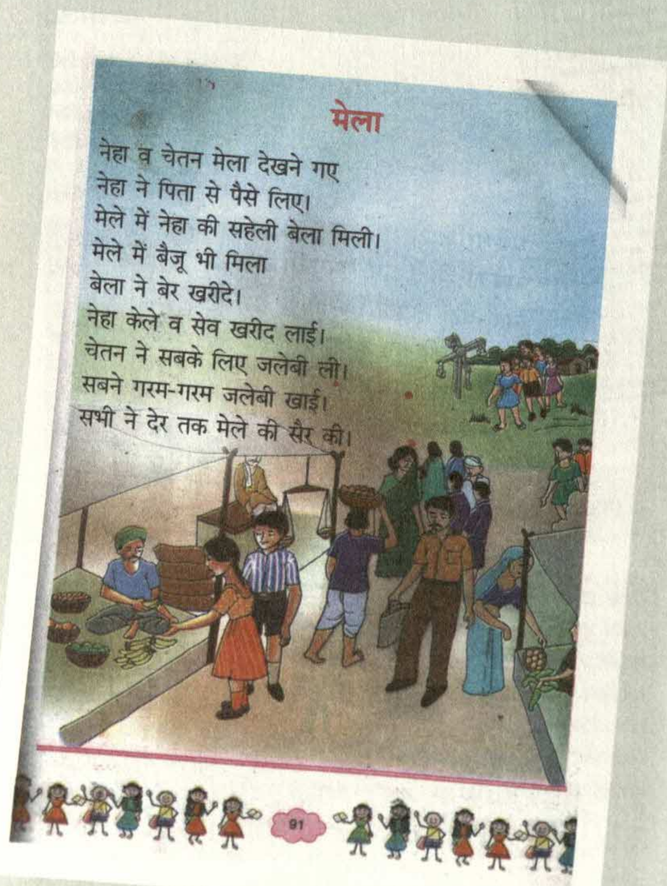

विविध प्रश्नावली 1

1. सही मिलान कीजिए

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2. गिनिए और संख्या लिखिए

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मेला

नेहा व चेतन मेला देखने गए
नेहा ने पिता से पैसे लिए।
मेले में नेहा की सहेली बेला मिली।
मेले में बैजू भी मिला
बेला ने बेर खरीदे।
नेहा केले व सेव खरीद लाई।
चेतन ने सबके लिए जलेबी ली।
सबने गरम-गरम जलेबी खाई।
सभी ने देर तक मेले की सैर की।

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MADHYA PRADESH RURAL

All analysis based on data from 45 out of 45 districts

Enrollment

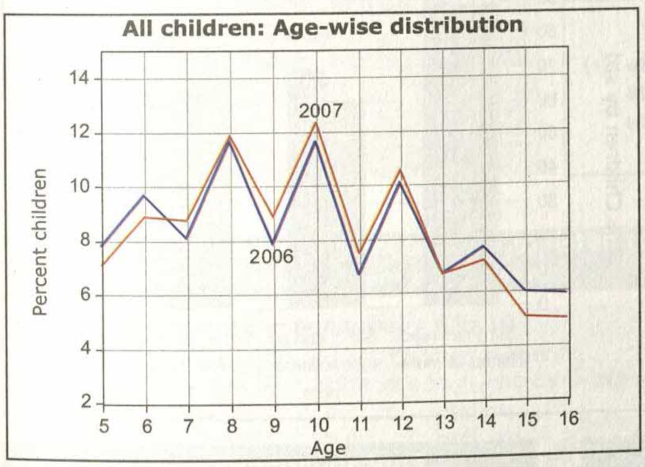
School enrollment and out of school children 2006 vs. 2007

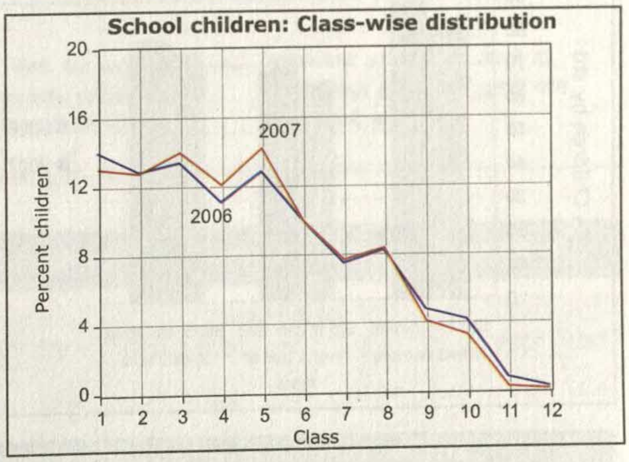
	2006					2007				
	% Children in each age group in different types of schools			% Out of school		% Children in each age group in different types of schools			% Out of school	
	Govt.	Pvt.	Other (Madarsa + EGS)	Not in School	Total	Govt.	Pvt.	Other (Madarsa + EGS)	Not in School	Total
Age: 6 -14 ALL	83.9	11.5	0.8	3.8	100	84.1	13.2	0.6	2.2	100
Age: 7-16 ALL	82.6	10.6	0.6	6.3	100	82.1	13.2	0.5	4.2	100
Age: 7- 10 ALL	84.4	12.4	1.0	2.3	100	85.4	12.9	0.7	0.9	100
Age: 7-10 BOYS	83.8	13.1	1.0	2.1	100	83.6	14.8	0.7	0.9	100
Age: 7-10 GIRLS	85.1	11.5	1.0	2.5	100	87.6	10.7	0.7	1.0	100
Age: 11-14 ALL	84.4	9.3	0.2	6.2	100	82.4	13.1	0.3	4.2	100
Age: 11-14 BOYS	84.1	10.4	0.2	5.3	100	80.9	15.2	0.3	3.5	100
Age: 11-14 GIRLS	84.8	7.8	0.1	7.3	100	84.3	10.4	0.3	5.0	100
Age: 15-16 ALL	71.7	8.0	0.1	20.2	100	67.4	14.8	0.1	17.8	100
Age: 15-16 BOYS	73.5	8.2	0.1	18.2	100	67.8	16.7	0.0	15.6	100
Age: 15-16 GIRLS	69.0	7.6	0.1	23.4	100	66.9	12.0	0.1	21.0	100

Note: "Not in school" includes children who have never gone to school or have dropped out.

Age and Class

Age-wise and class-wise distribution of children in sample





Young Children

In pre-school (Balwadi/Anganwadi) or in school 2006 vs. 2007

	2006						2007					
	% Children						% Children					
	In balwadi or anganwadi	In School			Not going anywhere	Total	In balwadi or anganwadi	In School			Not going anywhere	Total
		Govt.	Pvt.	Other School				Govt.	Pvt.	Other School		
Age: 3 ALL	71.3				28.7	100	91.7				8.3	100
Age: 4 ALL	82.3				17.7	100	93.2				6.8	100
Age: 5 ALL	29.2	46.9	12.9	1.1	9.9	100	35.6	48.5	11.2	0.7	4.0	100
Age: 6 ALL	1.4	78.7	14.9	1.6	3.3	100	3.4	80.6	14.1	0.7	1.2	100

Learning Level

Reading level: % Children who can read

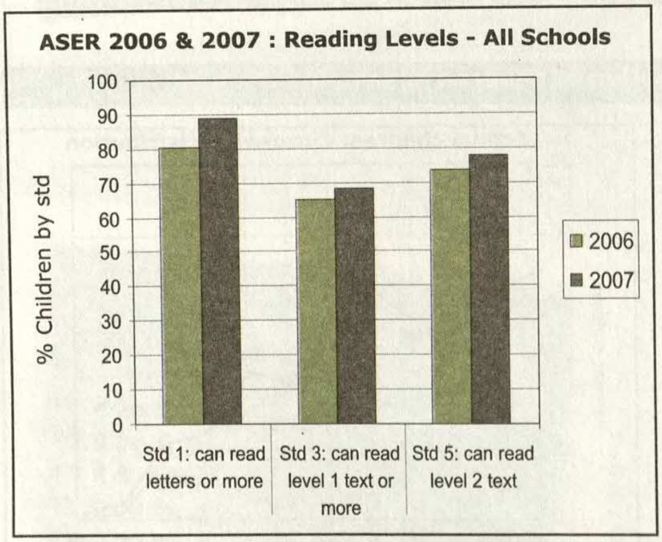
Std.	Nothing	Letter	Word	Level 1 (Std 1) Text	Level 2 (Std 2 text)	Total
I	11.3	54.8	26.1	5.9	1.9	100
II	2.6	23.4	47.6	21.2	5.3	100
III	1.2	7.7	22.7	42.8	25.7	100
IV	0.6	3.2	9.8	34.0	52.5	100
V	0.5	1.2	3.9	16.5	78.0	100
VI	0.3	0.5	1.9	7.6	89.7	100
VII	0.3	0.6	1.2	4.1	93.8	100
VIII	0.4	0.3	0.5	2.0	96.9	100
Total	2.4	12.9	16.0	18.6	50.1	100

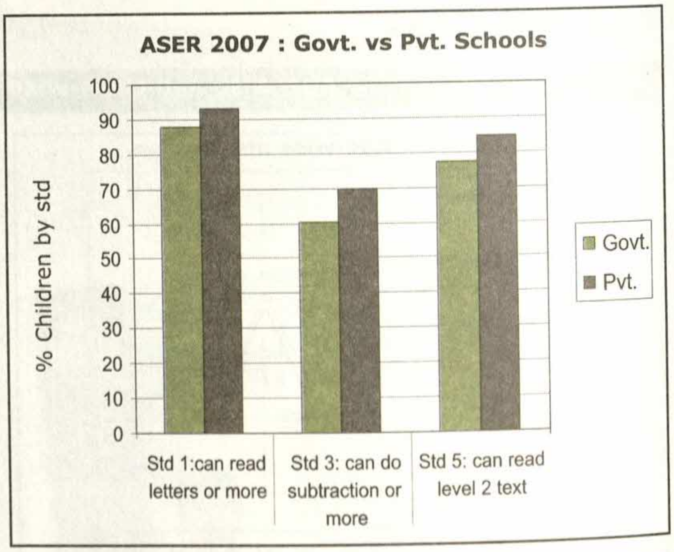
Arithmetic level: % Children who can

Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	10-99			
I	12.0	52.2	29.4	5.0	1.3	100
II	3.1	24.9	51.9	17.0	3.2	100
III	1.4	8.2	29.2	45.1	16.2	100
IV	0.6	3.6	15.0	43.0	37.7	100
V	0.4	1.6	6.7	25.5	65.8	100
VI	0.3	0.7	3.9	13.0	82.2	100
VII	0.1	0.9	1.8	10.0	87.2	100
VIII	0.3	0.3	1.6	5.7	92.1	100
Total	2.5	13.0	19.5	22.2	42.7	100

Only subtraction and division data comparable with previous ASER.

Comparisons





English reading level: % Children who

Std.	Cannot read capital letters	Can read capital letters	Can read small letters	Can read simple words	Can read easy sentences	Total
I	52.0	32.5	11.2	3.3	1.0	100
II	26.7	43.6	20.9	7.0	1.9	100
III	13.8	34.2	30.5	16.6	4.9	100
IV	7.9	22.7	30.7	27.5	11.3	100
V	4.2	13.6	24.0	35.6	22.6	100
VI	1.3	4.9	11.9	35.0	46.8	100
VII	1.0	3.2	7.4	23.9	64.6	100
VIII	0.7	2.1	4.6	16.4	76.1	100
Total	15.2	21.9	19.2	20.3	23.5	100

English comprehension

Std.	Of those who can read words, % who can tell meaning of the words	Of those who can read sentences, % who can tell meaning of sentences
I	46.8	77.4
II	49.5	82.7
III	46.7	72.6
IV	50.0	73.7
V	54.6	73.1
VI	64.9	77.5
VII	68.2	80.4
VIII	73.7	88.2
Total	57.0	80.3

Comprehension & Problem solving

Ability of children by reading level to read and answer orally

Children in age group : 6 to 10

Reading level	% Children in specific reading level	% at each level who can orally answer questions	
		based on Std 1 level text only	based on Std 2 level text
Word	23.5	6.6	3.3
Std 1 level text	25.7	61.7	19.9
Std 2 level text	30.6	92.2	82.0

Children in age group : 11 to 14

Reading level	% Children in specific reading level	% at each level who can orally answer questions	
		based on Std 1 level text only	based on Std 2 level text
Word	2.9	20.3	15.1
Std 1 level text	9.5	72.8	31.6
Std 2 level text	86.3	97.8	94.2

Ability of children by age to listen to a subtraction problem and answer

In-school children

Age group	% Children who can solve		
	None	Simple problem only	Both problems
6 to 8	76.0	4.8	19.0
9 to 10	35.9	7.6	56.1
11 to 14	11.1	4.1	84.6

Children not in-school

Age group	% Children who can solve		
	None	Simple problem only	Both problems
6 to 8	79.9	2.0	18.1
9 to 10	61.0	7.4	31.6
11 to 14	46.1	6.4	47.5

चाचा और मदन मेले में गये।
वहाँ बहुत सारे झूले थे।
मिठाई की दुकानें भी थीं।
दोनों ने मिठाई खाई।

प्र.1 मेले में क्या-क्या था?
प्र.2 चाचा और मदन ने क्या खाया?

सावन का महीना था। आसमान में बहुत से काले बादल छाये थे। ठंडी- ठंडी हवा चल रही थी। मैंने सोचा, ''आज झूला झूलते हैं।'' बड़े भैया एक मोटी सी रस्सी लेकर आए। हमने उसे पेड़ से लटका कर झूला बनाया। सब ने मिलकर खूब झूला झूला। बहुत सारे बच्चे आकर मज़े से खेलने लगे। खेलते-खेलते रात हो गई।

प्र.3 बड़े भैया क्या लेकर आए?
प्र.4 हमने झूला कैसे बनाया?

(1) आपके पास 50 रूपये थे। उसमें से आपने 15 रूपये का कलम खरीदा। अब आपके पास कितने रूपये बचे हैं?

(2) आपके पास 50 रूपये हैं। आपने 23 रूपये के फल खरीदे। अब आपके पास कितने रूपये बचे हैं?

Ability of children by arithmetic level to listen to a subtraction problem and answer

Children in age group : 6 to 10

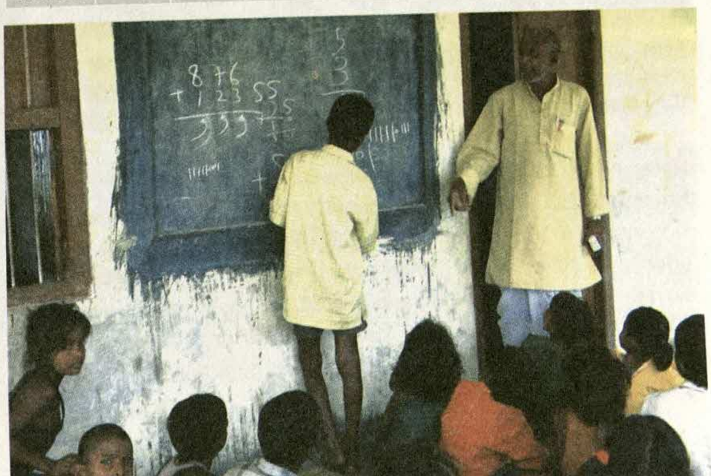
Arithmetic level	% Children in specific arithmetic level	% Children in specific arithmetic level who can solve		
		None	Simple problem only	Both problems
Number recognition 10-99	28.2	90.3	3.5	6.0
Subtraction	28.0	40.6	13.3	45.7
Division	23.1	10.0	4.6	85.2

Children in age group : 11 to 14

Arithmetic level	% Children in specific arithmetic level	% Children in specific arithmetic level who can solve		
		None	Simple problem only	Both problems
Number recognition 10-99	4.8	72.8	6.1	20.3
Subtraction	15.9	25.5	13.4	60.4
Division	77.9	2.9	2.1	94.9

School going children attending tuition class

Std.	% Children							
	I	II	III	IV	V	VI	VII	VIII
Govt. school	3.0	4.7	5.2	5.6	8.0	7.6	9.3	11.4
Pvt. school	12.8	13.5	17.0	19.5	20.8	23.7	23.7	30.6



School Observations: Schools visited - Primary (Std 1-4/5): 935; Primary+Upper-primary (Std 1-8): 343

Teacher attendance	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
% teachers attending (average)	86.0	79.2	91.3	85.8
% schools with no teacher present	4.3	2.8	0.0	0.0
% schools with all teachers present	71.5	46.6	76.8	51.6

Children's attendance	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
% enrolled children attending (average)	67.7	68.5	66.9	64.9
% schools with less than 50% enrolled children attending	15.0	12.0	14.9	19.6
% schools with 75% and more enrolled children attending	41.4	41.7	37.5	34.6

Pupil teacher ratio (median)	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
Based on children enrolled & teachers appointed	43.5	48.2	41.3	44.6
Based on children & teachers present	33.0	39.7	30.7	36.0

School grants and teacher grants	2006		2007*	
	Std. 2	Std. 4	Std. 2	Std. 4
	% Schools			
Teacher received TLM grant	77.2	70.1	58.1	56.2
School received school maintenance grant	77.1		56.5	

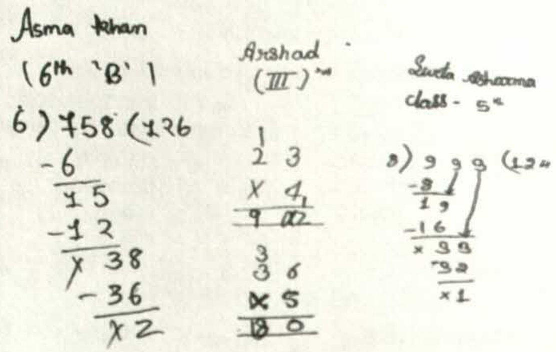
Water/toilet and midday meal	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
	% Schools			
Schools with no water provision	23.6	19.6	18.3	15.0
Schools with water provision but water not available	14.2	10.8	9.0	6.8
Schools with water provision and water available	62.2	69.6	72.7	78.2
Schools with no toilet provision	54.3	43.8	34.2	33.2
Schools with toilet provision but not being used	18.5	16.1	15.9	15.9
Schools with toilet provision and use	27.2	40.1	49.9	50.9
Schools with midday meal being served on that day	74.8	82.6	96.4	93.5

Multigrade classes	2007	
	Std. 1-4/5	Std. 1-8
Schools in which...	% Schools	
Std II class sits with another class	71.6	76.0
Std IV class sits with another class	61.4	59.8

Over 90% classes that were visited have blackboards. In close to 90% of these classes, most children have textbooks, notebooks and pen or pencil.

Please note that while 2005 data was collected during ASER 2005, 2006 data reported in the Grants table was collected in ASER 2007 by asking for last year's grant information to the respondent.

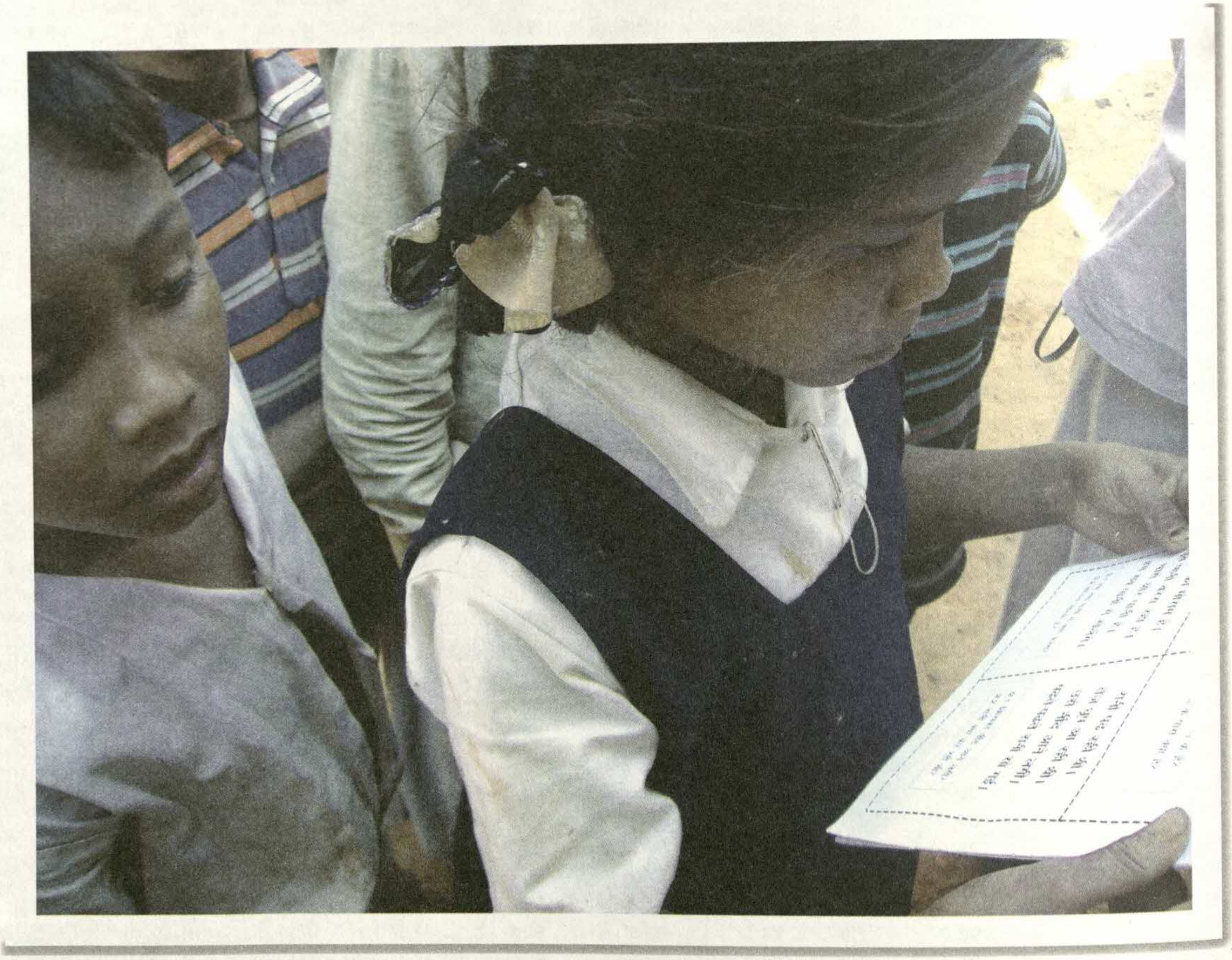
Note: ASER 2007 survey was carried out in October and November 2007. One govt. school with primary grades was visited in the sampled village. If there was more than one govt. school with primary grades, then the school with the highest enrollment was visited. Hence the schools visited in the survey do not represent a random sample from the district. The school visits were generally done either on a Saturday or a Monday.



*Grants for 2007 may be lower than 2006 since the survey was conducted in the middle of the year.

Performance of districts

District	Pre- school	Out of school	Private school	Std 1-2 : Learning levels			Std 3-5 : Learning levels		
	% Children (Age 3-4) in **Anganwadi** or **other pre-school**	% Children (Age 6-14) **Out of school**	% Children (Age 6-14) in **Private school**	% Children (Std 1-2) who **CAN READ** letters, words or more in **OWN LANGUAGE**	% Children (Std 1-2) who **CAN RECOGNIZE NUMBERS** (1-9) or more	% Children (Std 1-2) who **CAN READ** letters or more in **ENGLISH**	% Children (Std 3-5) who **CAN READ** Level 1 (Std 1) text or more in **OWN LANGUAGE**	% Children (Std 3-5) who **CAN SUBTRACT** or do more	% Children (Std 3-5) who **CAN READ** sentences in **ENGLISH**
Sheopur	100.0	1.3	9.2	98.6	96.1	47.3	69.0	63.7	8.3
Morena	95.2	0.2	14.5	96.9	96.9	48.2	82.0	78.4	5.8
Bhind	76.6	0.7	12.6	83.6	83.6	61.3	63.8	60.1	15.0
Gwalior	98.0	1.3	8.8	67.8	69.4	46.1	43.8	33.9	6.9
Datia	93.4	1.0	10.4	88.5	89.8	63.9	74.1	76.7	1.8
Shivpuri	93.7	0.3	1.2	93.6	96.4	52.3	97.5	94.2	3.9
Guna	98.8	2.7	8.4	93.2	92.4	32.5	73.3	62.0	9.1
Tikamgarh	78.8	1.7	4.2	93.0	95.5	24.7	86.7	86.8	1.8
Chhatarpur	98.4	2.1	9.1	94.0	91.8	76.1	89.1	84.2	4.4
Panna	55.6	3.0	18.6	86.3	83.4	69.7	81.6	73.6	30.2
Sagar	100.0	1.6	13.1	90.6	90.3	49.5	76.5	69.8	5.3
Damoh	91.8	0.9	9.1	91.7	90.3	52.4	87.2	84.8	6.1
Satna	91.9	2.9	19.0	85.5	90.7	51.9	70.4	62.6	5.6
Rewa	75.0	1.8	18.6	84.6	76.5	36.0	68.4	58.9	15.9
Umaria	81.3	0.4	6.8	89.0	92.0	36.4	67.7	61.3	4.8
Shahdol	99.3	2.6	3.7	86.8	85.8	57.1	82.5	75.4	10.7
Sidhi	92.1	1.6	11.7	90.1	89.8	79.0	81.0	72.0	18.4
Neemuch	100.0	1.7	25.1	90.9	91.8	82.8	95.6	89.8	62.8
Mandsaur	96.9	2.2	27.0	98.4	97.4	74.6	77.8	69.7	10.9
Ratlam	75.9	4.8	17.5	93.9	92.2	86.5	88.1	85.4	16.0
Ujjain	92.5	3.1	15.1	98.8	97.6	65.1	92.8	92.4	7.8
Shajapur	98.3	2.6	25.5	95.7	94.1	80.9	78.7	75.8	17.2
Dewas	95.5	0.0	20.8	98.0	98.3	73.7	87.0	86.5	31.4
Jhabua	99.5	7.8	2.6	93.3	91.4	55.1	92.3	89.3	3.7
Dhar	87.8	4.9	17.3	99.1	97.3	53.9	97.6	97.4	5.7
Indore	95.6	1.1	34.0	98.3	99.3	72.7	93.9	89.8	20.3
West Nimar	98.3	2.7	18.6	95.5	95.5	55.2	92.3	91.4	8.1
Barwani	90.4	2.4	3.8	100.0	100.0	74.0	88.4	86.9	20.7
East Nimar	84.9	3.4	11.5	100.0	99.3	96.0	97.0	96.8	51.2
Rajgarh	98.6	1.6	11.5	96.2	94.2	44.2	95.2	95.0	22.6
Vidisha	99.6	1.8	13.3	97.1	96.6	93.4	92.5	91.5	39.8
Bhopal	100.0	2.3	16.3	94.1	94.7	41.0	92.2	85.2	4.7
Sehore	98.7	1.8	24.1	90.7	92.0	62.9	83.4	81.9	5.1
Raisen	91.1	3.4	18.2	96.6	96.6	48.9	86.0	83.0	20.0
Betul	99.3	2.4	9.4	98.8	98.3	51.5	91.1	84.5	2.9
Harda	80.2	1.8	14.9	95.3	94.0	47.9	93.3	89.3	8.2
Hoshangabad	100.0	1.0	10.2	95.6	95.9	60.2	95.5	89.8	9.5
Katni	88.2	1.9	10.7	96.1	93.6	82.8	88.8	82.6	35.7
Jabalpur	97.7	0.7	7.4	92.8	90.3	73.9	72.8	60.0	16.3
Narsinghpur	100.0	1.8	14.0	96.1	96.1	62.2	84.2	73.0	10.2
Dindori	97.4	1.3	5.8	88.8	85.4	68.8	71.6	55.3	14.0
Mandla	91.2	2.4	12.2	88.8	81.5	51.2	73.1	71.6	7.0
Chhindwara	92.2	2.9	10.4	87.6	93.3	52.2	69.2	61.7	12.7
Seoni	94.5	1.0	5.8	95.3	94.9	85.8	90.4	86.0	6.8
Balaghat	96.8	1.1	19.9	100.0	100.0	58.1	77.9	63.1	4.5
Total	**92.4**	**2.2**	**13.2**	**93.0**	**92.4**	**60.5**	**83.0**	**77.7**	**13.0**



CHHATTISGARH RURAL

All analysis based on data from 15 out of 16 districts

Enrollment

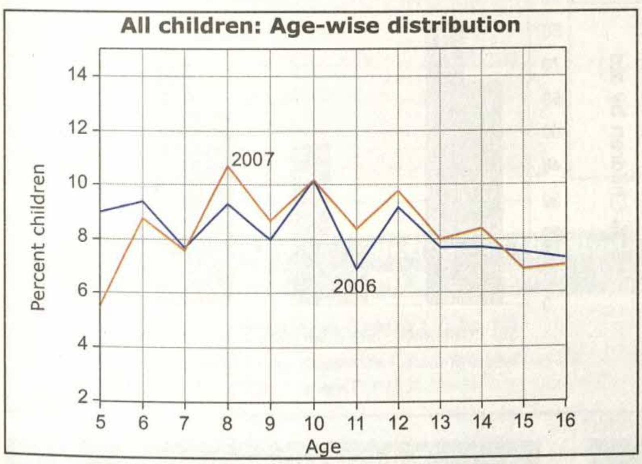
School enrollment and out of school children 2006 vs. 2007

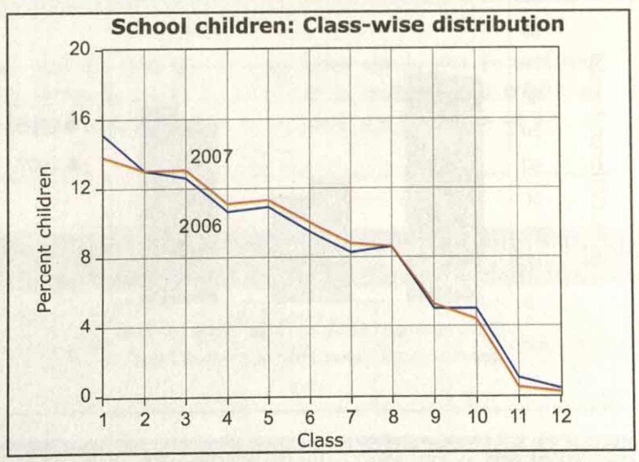
	2006: % Children in each age group in different types of schools: Govt.	2006: Pvt.	2006: Other (Madarsa + EGS)	2006: % Out of school: Not in School	2006: Total	2007: % Children in each age group in different types of schools: Govt.	2007: Pvt.	2007: Other (Madarsa + EGS)	2007: % Out of school: Not in School	2007: Total
Age: 6 -14 ALL	84.2	8.5	0.1	7.3	100	86.7	8.5	0.2	4.6	100
Age: 7-16 ALL	80.2	7.9	0.1	11.8	100	82.9	8.2	0.2	8.7	100
Age: 7- 10 ALL	86.1	9.2	0.1	4.6	100	88.4	9.2	0.2	2.2	100
Age: 7-10 BOYS	85.0	10.5	0.1	4.4	100	87.0	10.7	0.2	2.2	100
Age: 7-10 GIRLS	87.2	7.8	0.1	4.9	100	90.0	7.6	0.2	2.2	100
Age: 11-14 ALL	82.1	6.5	0.1	11.3	100	84.7	7.0	0.1	8.1	100
Age: 11-14 BOYS	83.3	7.7	0.1	9.0	100	83.7	8.5	0.2	7.6	100
Age: 11-14 GIRLS	80.9	5.4	0.1	13.6	100	85.8	5.6	0.1	8.5	100
Age: 15-16 ALL	62.1	7.7	0.1	30.1	100	63.7	8.7	0.3	27.4	100
Age: 15-16 BOYS	64.3	8.9	0.0	26.8	100	64.0	10.4	0.1	25.5	100
Age: 15-16 GIRLS	59.9	6.5	0.1	33.6	100	63.4	6.9	0.4	29.3	100

Note: "Not in school" includes children who have never gone to school or have dropped out.

Age and Class

Age-wise and class-wise distribution of children in sample





Young Children

In pre-school (Balwadi/Anganwadi) or in school 2006 vs. 2007

	2006: % Children: In balwadi or anganwadi	2006: In School: Govt.	2006: In School: Pvt.	2006: In School: Other School	2006: Not going anywhere	2006: Total	2007: % Children: In balwadi or anganwadi	2007: In School: Govt.	2007: In School: Pvt.	2007: In School: Other School	2007: Not going anywhere	2007: Total
Age: 3 ALL	65.8				34.2	100	82.1				18.0	100
Age: 4 ALL	77.6				22.5	100	89.6				10.4	100
Age: 5 ALL	56.0	23.9	7.3	0.1	12.8	100	53.9	27.1	9.6	0.8	8.6	100
Age: 6 ALL	7.3	76.4	11.5	0.0	4.8	100	4.2	82.5	11.3	0.2	1.9	100

Learning Level

Reading level: % Children who can read

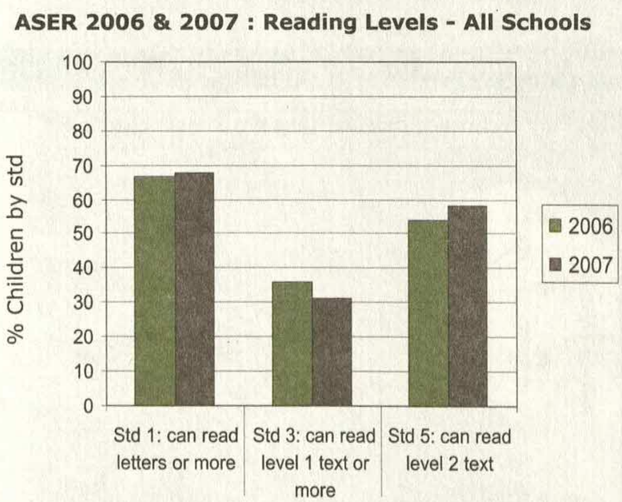
Std.	Nothing	Letter	Word	Level 1 (Std 1) Text	Level 2 (Std 2 text)	Total
I	32.5	56.3	8.2	1.5	1.4	100
II	9.0	52.6	28.2	6.2	4.0	100
III	2.7	19.9	46.3	20.6	10.5	100
IV	1.5	8.4	23.9	34.8	31.6	100
V	0.9	2.7	10.1	28.3	58.0	100
VI	0.4	1.5	5.9	17.6	74.7	100
VII	0.1	1.0	2.4	9.7	86.8	100
VIII	0.2	0.4	1.5	6.7	91.2	100
Total	7.0	20.9	17.4	15.6	39.2	100

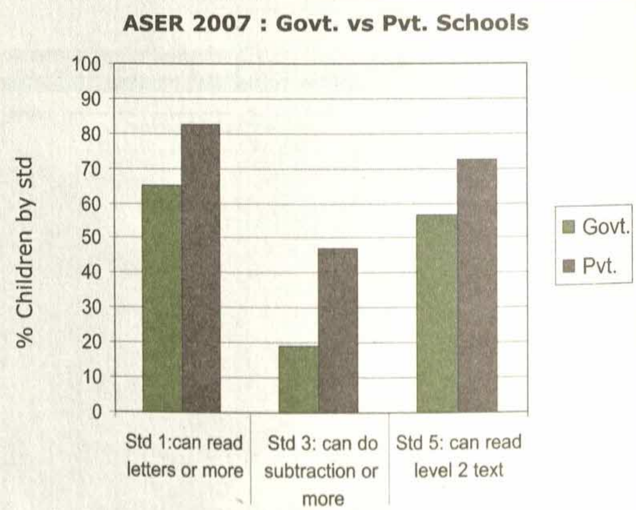
Arithmetic level: % Children who can

Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	10-99			
I	31.0	57.6	9.5	1.4	0.5	100
II	9.3	53.6	31.1	5.1	0.9	100
III	2.7	26.8	48.7	19.6	2.2	100
IV	1.3	11.1	34.9	40.1	12.6	100
V	0.5	5.3	17.4	44.1	32.7	100
VI	0.4	3.5	11.6	34.7	49.9	100
VII	0.2	1.9	8.2	25.1	64.6	100
VIII	0.3	0.7	6.1	19.4	73.4	100
Total	6.8	23.2	22.3	22.5	25.2	100

Only subtraction and division data comparable with previous ASER.

Comparisons





English reading level: % Children who

Std.	Cannot read capital letters	Can read capital letters	Can read small letters	Can read simple words	Can read easy sentences	Total
I	69.5	22.1	6.5	1.4	0.6	100
II	45.2	37.2	13.7	3.1	0.8	100
III	27.2	39.3	23.1	9.1	1.3	100
IV	16.5	30.6	30.2	17.2	5.5	100
V	6.9	21.4	28.5	30.0	13.3	100
VI	2.5	11.7	23.8	34.3	27.8	100
VII	2.0	6.6	13.6	34.6	43.3	100
VIII	0.5	4.1	8.7	24.7	62.1	100
Total	24.6	23.3	18.5	17.5	16.1	100

English comprehension

Std.	Of those who can read words, % who can tell meaning of the words	Of those who can read sentences, % who can tell meaning of sentences
I	38.5	60.5
II	42.3	82.3
III	46.1	54.8
IV	40.0	61.1
V	40.7	60.9
VI	50.0	69.6
VII	50.7	69.0
VIII	55.1	77.2
Total	47.0	70.9

Comprehension & Problem solving

Ability of children by reading level to read and answer orally

Children in age group : 6 to 10

Reading level	% Children in specific reading level	% at each level who can orally answer questions based on Std 1 level text only	% at each level who can orally answer questions based on Std 2 level text
Word	26.0	6.4	2.8
Std 1 level text	15.7	51.9	16.1
Std 2 level text	14.7	86.7	72.6

Children in age group : 11 to 14

Reading level	% Children in specific reading level	% at each level who can orally answer questions based on Std 1 level text only	% at each level who can orally answer questions based on Std 2 level text
Word	6.4	15.6	7.7
Std 1 level text	16.8	69.7	29.7
Std 2 level text	73.8	94.3	87.4

Ability of children by age to listen to a subtraction problem and answer

In-school children

Age group	% Children who can solve: None	Simple problem only	Both problems
6 to 8	91.4	3.3	4.9
9 to 10	61.3	10.6	27.0
11 to 14	20.2	9.4	68.8

Children not in-school

Age group	% Children who can solve: None	Simple problem only	Both problems
6 to 8	89.0	5.4	4.7
9 to 10	83.7	4.5	11.7
11 to 14	63.0	7.5	29.3

मीना पढ़ने जाती है।
राजू भी साथ जाता है।
दोनों शाम को लौटकर आते हैं।
घर आकर खाना खाते हैं।

प्र.1 दोनों कब लौटकर आते हैं?
प्र.2 कौन-कौन पढ़ने जाता है?

पहले रामपुर की ज़मीन खाली थी। वहाँ कुछ नहीं उगता था। कोई वहाँ खेलने नहीं जाता था। एक दिन कुछ लोग आये। उन्होंने गाँव के लोगों को बुलाया। सबने मिलकर तय किया कि यहाँ बगीचा बनाया जाए। खाद मँगाकर हर तरह के पौधे लगाये गये। सही समय पर पानी दिया गया। आज वहाँ एक सुंदर बगीचा है। इसलिए वहाँ सभी खेलने आते हैं।

प्र.3 बगीचे में क्या लगाया गया?
प्र.4 सबने मिलकर क्या तय किया?

(1) आपके पास 50 रूपये हैं। उनमें से आपने 25 रूपये की किताबें खरीदीं। अब आपके पास कितने रूपये बचे हैं?

(2) आपके पास 50 रूपये हैं। आपने उनमें से 37 रूपये की सब्ज़ी खरीदी। अब आपके पास कितने रूपये बचे हैं?

Ability of children by arithmetic level to listen to a subtraction problem and answer

Children in age group : 6 to 10

Arithmetic level	% Children in specific arithmetic level	% Children in specific arithmetic level who can solve: None	Simple problem only	Both problems
Number recognition 10-99	29.9	85.5	8.6	5.3
Subtraction	17.3	45.9	13.1	39.6
Division	6.2	9.6	7.9	80.7

Children in age group : 11 to 14

Arithmetic level	% Children in specific arithmetic level	% Children in specific arithmetic level who can solve: None	Simple problem only	Both problems
Number recognition 10-99	12.8	59.1	15.7	23.0
Subtraction	31.7	23.4	14.2	59.8
Division	51.2	3.3	4.9	91.0

School going children attending tuition class

Std.	I	II	III	IV	V	VI	VII	VIII
	% Children							
Govt. school	1.1	1.2	0.7	1.6	2.1	2.0	2.1	3.8
Pvt. school	7.4	4.8	8.6	5.4	17.1	4.1	9.5	9.0



School Observations: Schools visited - Primary (Std 1-4/5): 349; Primary+Upper-primary (Std 1-8): 77

Teacher attendance	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
% teachers attending (average)	89.2	89.3	92.8	83.9
% schools with no teacher present	1.4	2.3	0.0	0.0
% schools with all teachers present	76.5	72.7	80.9	54.5

Children's attendance	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
% enrolled children attending (average)	72.2	78.0	72.0	72.5
% schools with less than 50% enrolled children attending	10.6	2.3	9.1	8.0
% schools with 75% and more enrolled children attending	51.5	62.8	49.3	45.3

Pupil teacher ratio (median)	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
Based on children enrolled & teachers appointed	40.0	48.7	45.0	45.2
Based on children & teachers present	30.2	42.8	35.5	44.0

School grants and teacher grants	2006		2007*	
	Std. 2	Std. 4	Std. 2	Std. 4
	% Schools			
Teacher received TLM grant	88.1	80.0	48.0	50.2
School received school maintenance grant	90.5		55.8	

Water/toilet and midday meal	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
	% Schools			
Schools with no water provision	13.2	6.7	17.2	11.7
Schools with water provision but water not available	13.7	11.1	9.2	9.1
Schools with water provision and water available	73.1	82.2	73.6	79.2
Schools with no toilet provision	86.9	56.8	62.7	68.8
Schools with toilet provision but not being used	4.8	20.5	17.1	13.0
Schools with toilet provision and use	8.3	22.7	20.2	18.2
Schools with midday meal being served on that day	94.8	97.6	97.4	98.7

Multigrade classes	2007	
	Std. 1-4/5	Std. 1-8
Schools in which...	% Schools	
Std II class sits with another class	66.0	64.9
Std IV class sits with another class	48.4	55.8

Close to 90% classes that were visited have blackboards. In about 90% of these classes, most children have textbooks, notebooks and pen or pencil.

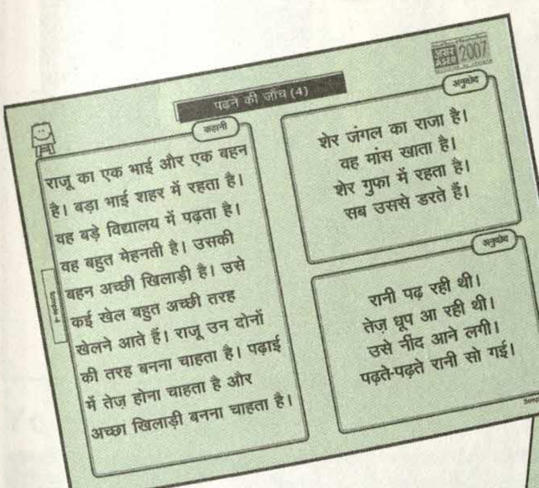
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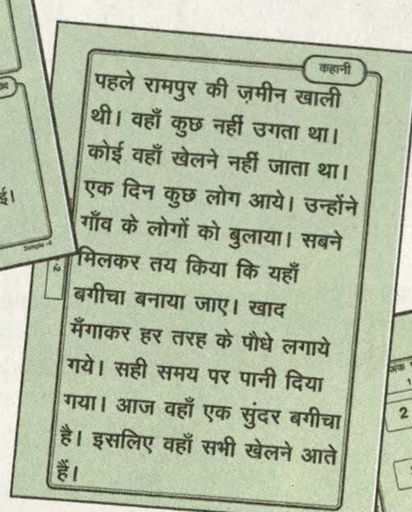
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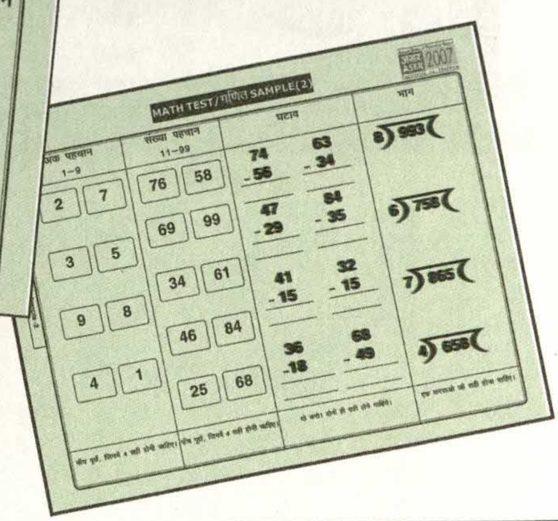
*Grants for 2007 may be lower than 2006 since the survey was conducted in the middle of the year.

Performance of districts

District	Pre- school	Out of school	Private school	Std 1-2 : Learning levels			Std 3-5 : Learning levels		
	% Children (Age 3-4) in **Anganwadi** or **other pre-school**	% Children (Age 6-14) **Out of school**	% Children (Age 6-14) in **Private school**	% Children (Std 1-2) who **CAN READ** letters, words or more in **OWN LANGUAGE**	% Children (Std 1-2) who **CAN RECOGNIZE NUMBERS** (1-9) or more	% Children (Std 1-2) who **CAN READ** letters or more in **ENGLISH**	% Children (Std 3-5) who **CAN READ** Level 1 (Std 1) text or more in **OWN LANGUAGE**	% Children (Std 3-5) who **CAN SUBTRACT** or do more	% Children (Std 3-5) who **CAN READ** sentences in **ENGLISH**
Korea	98.7	3.3	7.7	75.2	76.3	55.6	27.8	20.5	1.1
Surguja	80.9	4.3	7.3	71.4	73.2	44.9	47.5	43.3	4.0
Jashpur	86.3	0.7	13.0	89.1	90.3	16.6	70.2	63.2	4.2
Raigarh	82.5	3.7	12.2	75.3	76.4	46.5	59.7	36.3	8.4
Korba	84.8	5.2	4.8	71.4	75.9	42.4	48.5	36.8	4.0
Janjgir Champa	81.4	3.9	16.4	63.4	63.7	37.3	50.4	42.3	5.2
Bilaspur	86.1	5.6	9.8	92.3	92.3	18.7	54.5	48.2	4.3
Kawardha	89.9	7.4	15.3	85.5	86.6	65.4	69.5	50.2	10.0
Rajnandgaon	85.4	4.3	5.2	84.2	87.8	59.1	71.6	63.3	3.7
Durg	91.9	3.2	4.7	87.5	86.8	41.6	66.3	51.2	4.9
Raipur	80.4	4.9	10.1	78.8	79.9	47.2	65.1	45.1	8.0
Mahasamund	88.6	4.8	4.8	75.0	82.9	58.5	66.6	62.5	23.2
Dhamtari	83.7	3.0	10.4	83.4	80.7	38.6	74.0	60.5	4.8
Kanker	91.0	6.1	4.1	80.6	79.3	42.7	64.5	56.4	5.9
Bastar	89.4	9.0	2.6	72.3	66.7	41.6	58.0	57.1	9.0
Total	**85.8**	**4.6**	**8.5**	**78.9**	**79.6**	**42.3**	**59.6**	**48.9**	**6.4**









ORISSA RURAL

All analysis based on data from 30 out of 30 districts

Enrollment

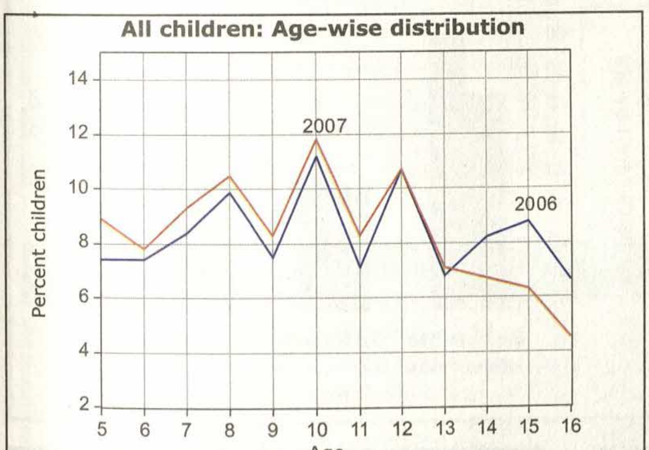
School enrollment and out of school children 2006 vs. 2007

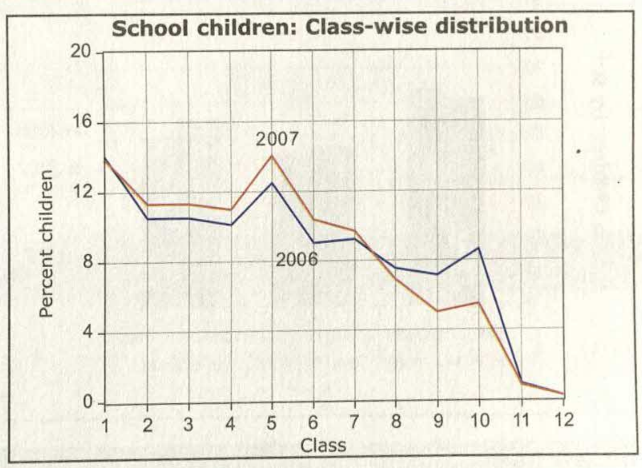
	2006					2007				
	% Children in each age group in different types of schools			% Out of school		% Children in each age group in different types of schools			% Out of school	
	Govt.	Pvt.	Other (Madarsa + EGS)	Not in School	Total	Govt.	Pvt.	Other (Madarsa + EGS)	Not in School	Total
Age: 6 -14 ALL	86.2	4.3	0.4	9.1	100	87.7	3.3	1.1	8.0	100
Age: 7-16 ALL	82.2	4.4	0.3	13.2	100	83.5	4.1	0.9	11.5	100
Age: 7- 10 ALL	88.5	4.1	0.6	6.8	100	91.0	2.5	1.1	5.5	100
Age: 7-10 BOYS	88.7	4.2	0.7	6.4	100	90.8	2.6	1.2	5.4	100
Age: 7-10 GIRLS	88.4	4.0	0.5	7.2	100	91.2	2.3	1.0	5.5	100
Age: 11-14 ALL	83.2	4.3	0.1	12.4	100	83.2	4.4	0.8	11.6	100
Age: 11-14 BOYS	84.0	4.6	0.1	11.4	100	83.8	4.2	1.1	10.9	100
Age: 11-14 GIRLS	82.3	3.9	0.1	13.7	100	82.6	4.6	0.4	12.4	100
Age: 15-16 ALL	64.6	5.2	0.0	30.2	100	56.4	9.3	0.5	33.8	100
Age: 15-16 BOYS	65.7	5.1	0.0	29.2	100	57.8	9.9	0.4	31.9	100
Age: 15-16 GIRLS	63.2	5.4	0.0	31.4	100	55.0	8.6	0.6	35.8	100

Note: "Not in school" includes children who have never gone to school or have dropped out.

Age and Class

Age-wise and class-wise distribution of children in sample





Young Children

In pre-school (Balwadi/Anganwadi) or in school 2006 vs. 2007

	2006						2007					
	% Children						% Children					
	In balwadi or anganwadi	In School			Not going anywhere	Total	In balwadi or anganwadi	In School			Not going anywhere	Total
		Govt.	Pvt.	Other School				Govt.	Pvt.	Other School		
Age: 3 ALL	58.8				41.2	100	73.9				26.1	100
Age: 4 ALL	65.3			34.7	100		79.1				20.9	100
Age: 5 ALL	15.069.1	4.9	0.8	10.2	100		22.7	61.4	3.5	1.1	11.3	100
Age: 6 ALL	0.087.8	5.2	1.1	6.0	100		3.3	86.0	2.9	1.9	5.9	100

Learning Level

Reading level: % Children who can read

Std.	Nothing	Letter	Word	Level 1 (Std 1) Text	Level 2 (Std 2 text)	Total
I	36.6	40.9	13.8	5.0	3.9	100
II	14.3	31.4	27.4	14.0	12.9	100
III	8.7	19.2	27.5	23.5	21.1	100
IV	4.6	11.5	17.9	28.3	37.6	100
V	2.9	7.2	12.8	27.4	49.7	100
VI	2.0	4.1	7.7	23.5	62.7	100
VII	1.9	3.0	6.5	19.1	69.5	100
VIII	1.3	2.3	3.4	13.7	79.4	100
Total	10.1	16.3	15.3	19.4	38.9	100

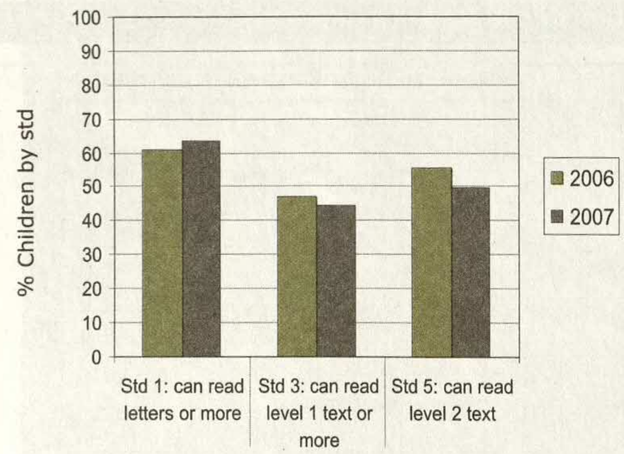
Arithmetic level: % Children who can

Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	10-99			
I	40.6	37.0	16.7	4.0	1.7	100
II	16.7	32.7	30.0	16.1	4.6	100
III	10.1	23.6	31.2	24.6	10.5	100
IV	4.7	15.7	26.1	32.1	21.5	100
V	3.2	9.9	22.2	32.7	31.9	100
VI	2.6	6.1	16.0	30.8	44.6	100
VII	1.8	5.3	14.1	28.2	50.6	100
VIII	1.3	2.7	10.6	24.8	60.7	100
Total	11.2	17.8	21.5	23.8	25.8	100

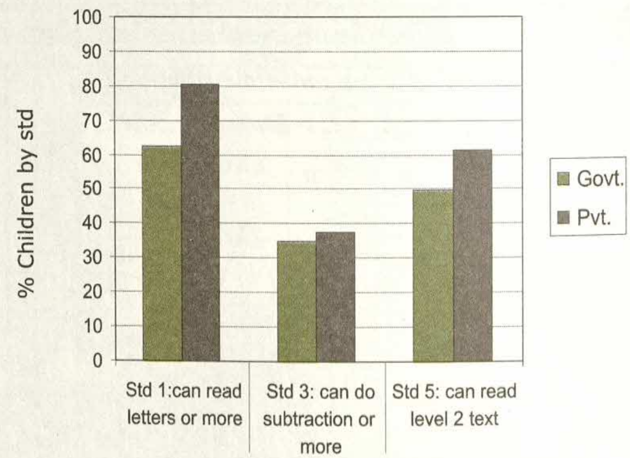
Only subtraction and division data comparable with previous ASER.

Comparisons

ASER 2006 & 2007 : Reading Levels - All Schools



ASER 2007 : Govt. vs Pvt. Schools



English reading level: % Children who

Std.	Cannot read capital letters	Can read capital letters	Can read small letters	Can read simple words	Can read easy sentences	Total
I	73.0	15.3	6.0	3.2	2.4	100
II	46.5	23.2	13.7	12.0	4.6	100
III	28.9	23.4	18.5	19.1	10.1	100
IV	18.1	16.7	20.0	25.9	19.3	100
V	11.0	13.4	17.7	28.0	30.0	100
VI	7.5	9.3	12.4	26.7	44.1	100
VII	6.1	8.7	12.1	24.6	48.5	100
VIII	3.6	4.1	9.2	21.5	61.7	100
Total	26.2	14.8	13.9	19.9	25.2	100

English comprehension

Std.	Of those who can read words, % who can tell meaning of the words	Of those who can read sentences, % who can tell meaning of sentences
I	43.3	58.8
II	49.0	68.9
III	53.6	66.2
IV	57.9	63.6
V	60.1	71.1
VI	63.0	73.1
VII	65.0	75.7
VIII	72.3	78.7
Total	59.9	72.8

Comprehension & Problem solving

Ability of children by reading level to read and answer orally

Children in age group : 6 to 10				Children in age group : 11 to 14			
Reading level	% Children in specific reading level	% at each level who can orally answer questions		Reading level	% Children in specific reading level	% at each level who can orally answer questions	
		based on Std 1 level text only	based on Std 2 level text			based on Std 1 level text only	based on Std 2 level text
Word	20.3	19.6	16.3	Word	7.1	31.2	24.6
Std 1 level text	20.6	64.3	43.2	Std 1 level text	20.5	73.5	49.9
Std 2 level text	26.6	87.4	81.3	Std 2 level text	66.2	92.5	88.1

Ability of children by age to listen to a subtraction problem and answer

In-school children

Age group	% Children who can solve		
	None	Simple problem only	Both problems
6 to 8	72.0	6.7	20.5
9 to 10	40.8	9.6	47.6
11 to 14	21.0	9.7	67.8

Children not in-school

Age group	% Children who can solve		
	None	Simple problem only	Both problems
6 to 8	94.0	1.7	4.2
9 to 10	85.3	3.8	10.4
11 to 14	70.9	5.1	22.8

ମୁଁ ପଢ଼ିବାକୁ ଯାଏ ।
ମୋ ସାଥିରେ ମୋ ଭାଇ ଯାଏ ।
ବେଳ ବୁଡ଼ିଲେ ଘରକୁ ଫେରୁ ।
ଘରକୁ ଆସି ଖେଳ ଖେଳୁ ।

ପ୍ର.୧. ମୋ ସାଥିରେ କିଏ ଯାଏ ?
ପ୍ର.୨. ଘରକୁ ଆସି କ'ଣ କରୁ ?

ଗୋଟିଏ ଠେକୁଆ ଥିଲା । ସେ ବହୁତ ଅଳସୁଆ ଥିଲା । ଦିନେ ଗଛତଳେ ବସି ଆରାମ କରୁଥିଲା । ହଠାତ୍ ପୋକଟିଏ ଦେଖିଲା । ପୋକଟି ଗଛଉପରକୁ ଚଢୁଥିଲା ଏବଂ ଖାଇବା ଜିନିଷ ଆଣି ତଳକୁ ଆସୁଥିଲା । ଠେକୁଆ ଭାବିଲା ପୋକଟି ଏତେ ଛୋଟ ହୋଇ କେତେ କାମ କରୁଛି । ତାକୁ ଦେଖି କାମ କରିବାକୁ ତାର ମନହେଲା ।

ପ୍ର.୧. ଠେକୁଆ ହଠାତ୍ କାହାକୁ ଦେଖିଲା ?
ପ୍ର.୨. ପୋକଟି କ'ଣ କରୁଥିଲା ?

(୧) ତୁମ ପାଖରେ ୫୦ ଟଙ୍କା ଥିଲା । ତୁମେ ୩୫ଟଙ୍କା ଦେଇ ଚପଲ କିଣିଲ । ତେବେ ତୁମ ପାଖରେ ଆଉ କେତେ ଟଙ୍କା ବଳିଲା ?

(୨) ତୁମ ପାଖରେ ୫୦ଟଙ୍କା ଥିଲା । ତୁମେ ୨୮ଟଙ୍କା ଦେଇ ମିଠାଇ କିଣିଲ । ତେବେ ତୁମ ପାଖରେ ଆଉ କେତେ ଟଙ୍କା ବଳିଲା ?

Ability of children by arithmetic level to listen to a subtraction problem and answer

Children in age group : 6 to 10

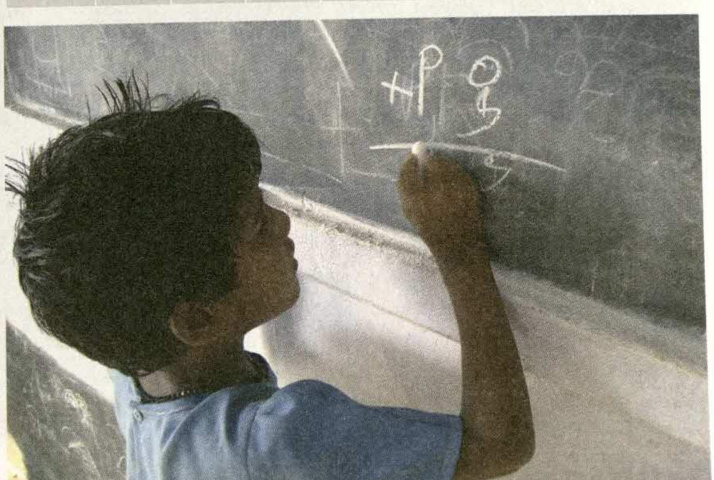
Arithmetic level	% Children in specific arithmetic level	% Children in specific arithmetic level who can solve		
		None	Simple problem only	Both problems
Number recognition 10-99	26.0	72.9	8.8	16.9
Subtraction	22.9	29.5	15.9	51.9
Division	15.5	7.2	6.7	84.6

Children in age group : 11 to 14

Arithmetic level	% Children in specific arithmetic level	% Children in specific arithmetic level who can solve		
		None	Simple problem only	Both problems
Number recognition 10-99	15.0	54.5	11.3	32.8
Subtraction	29.6	19.2	16.7	62.4
Division	47.3	3.6	5.5	89.5

School going children attending tuition class

Std.	I	II	III	IV	V	VI	VII	VIII
	% Children							
Govt. school	32.9	45.5	43.7	50.3	50.9	51.5	51.0	52.1
Pvt. school	57.0	60.8	40.1	52.6	62.3	42.3	55.3	36.8



Orissa RURAL

School Observations: Schools visited - Primary (Std 1-4/5): 404; Primary+Upper-primary (Std 1-8): 303

Teacher attendance	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
% teachers attending (average)	78.9	69.3	90.8	87.2
% schools with no teacher present	3.0	2.2	0.4	0.0
% schools with all teachers present	53.5	32.5	76.9	61.5

Children's attendance	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
% enrolled children attending (average)	67.9	66.9	72.2	69.8
% schools with less than 50% enrolled children attending	15.9	18.3	12.9	13.4
% schools with 75% and more enrolled children attending	40.7	36.6	51.2	43.9

Pupil teacher ratio (median)	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
Based on children enrolled & teachers appointed	36.5	40.5	36.7	39.4
Based on children & teachers present	29.6	41.8	28.5	32.0

School grants and teacher grants	2006		2007*	
	Std. 2	Std. 4	Std. 2	Std. 4
	% Schools			
Teacher received TLM grant	74.4	73.1	64.9	64.8
School received school maintenance grant	86.2		71.3	

Water/toilet and midday meal	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
	% Schools			
Schools with no water provision	13.9	9.5	13.7	8.4
Schools with water provision but water not available	19.7	18.2	10.4	12.5
Schools with water provision and water available	66.3	72.3	75.9	79.1
Schools with no toilet provision	57.6	41.1	34.0	23.5
Schools with toilet provision but not being used	20.7	33.3	24.1	29.9
Schools with toilet provision and use	21.7	25.5	41.9	46.6
Schools with midday meal being served on that day	66.2	71.2	96.9	97.3

Multigrade classes	2007	
	Std. 1-4/5	Std. 1-8
Schools in which...	% Schools	
Std II class sits with another class	72.8	66.9
Std IV class sits with another class	60.9	51.2

Close to 90% classes that were visited have blackboards. In about 80% of Std 2 classes, most children have textbooks, notebooks and pen or pencil.

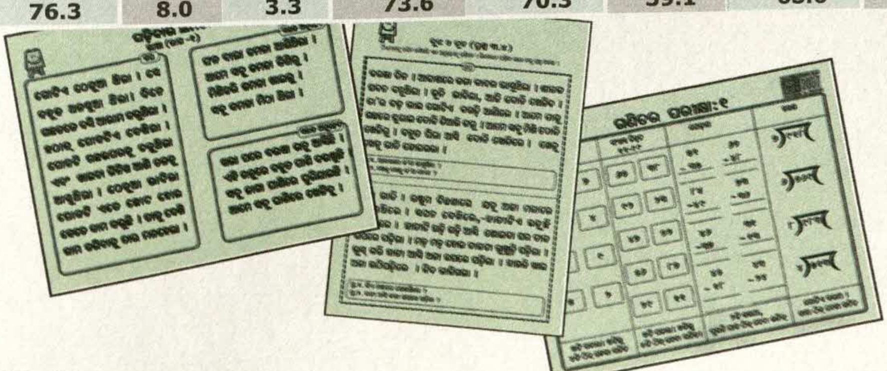
Please note that while 2005 data was collected during ASER 2005, 2006 data reported in the Grants table was collected in ASER 2007 by asking for last year's grant information to the respondent.

Note: ASER 2007 survey was carried out in October and November 2007. One govt. school with primary grades was visited in the sampled village. If there was more than one govt. school with primary grades, then the school with the highest enrollment was visited. Hence the schools visited in the survey do not represent a random sample from the district. The school visits were generally done either on a Saturday or a Monday.

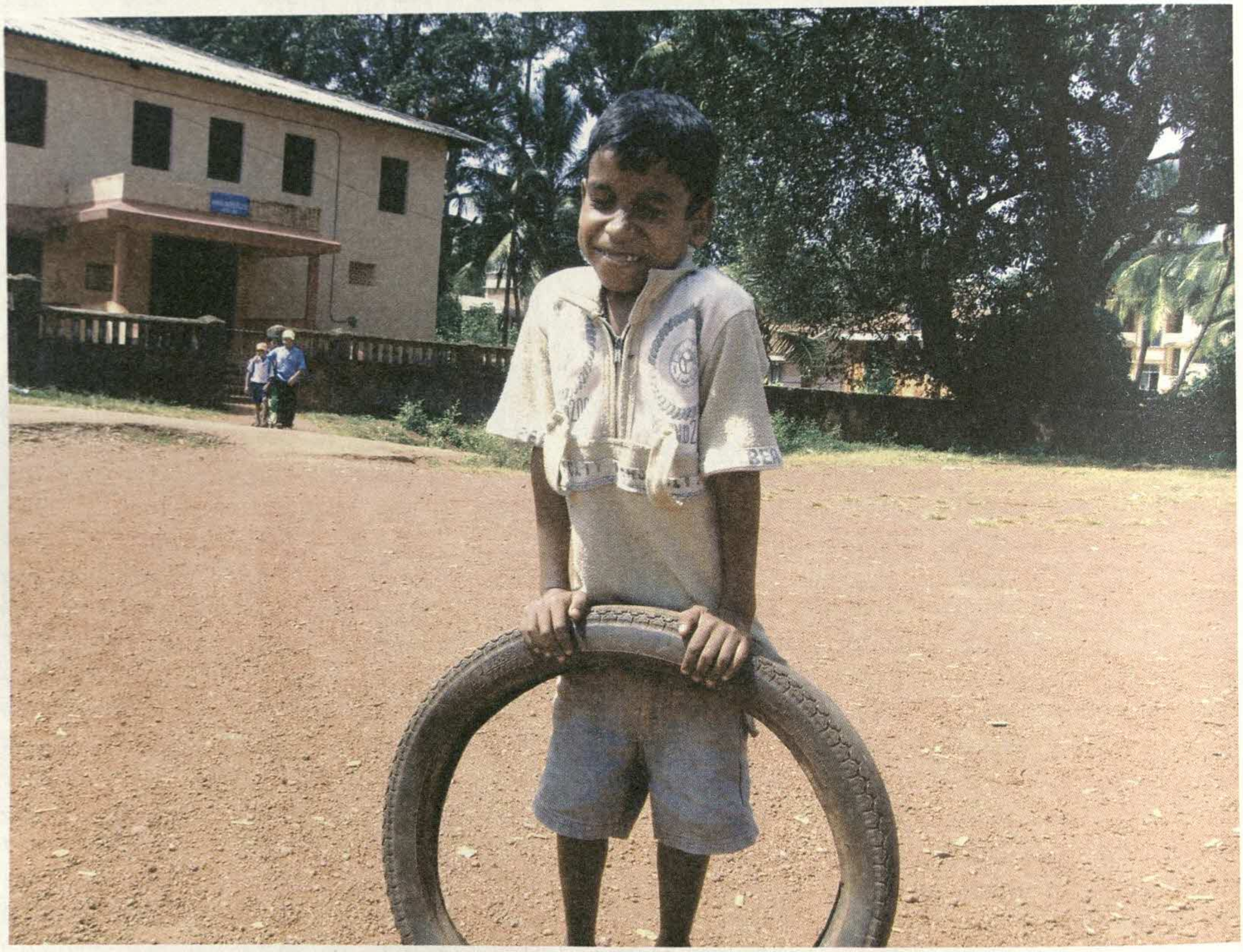
*Grants for 2007 may be lower than 2006 since the survey was conducted in the middle of the year.

Performance of districts

District	Pre- school	Out of school	Private school	Std 1-2 : Learning levels			Std 3-5 : Learning levels		
	% Children (Age 3-4) in **Anganwadi** or **other pre-school**	% Children (Age 6-14) **Out of school**	% Children (Age 6-14) in **Private school**	% Children (Std 1-2) who **CAN READ** letters, words or more in **OWN LANGUAGE**	% Children (Std 1-2) who **CAN RECOGNIZE NUMBERS** (1-9) or more	% Children (Std 1-2) who **CAN READ** letters or more in **ENGLISH**	% Children (Std 3-5) who **CAN READ** Level 1 (Std 1) text or more in **OWN LANGUAGE**	% Children (Std 3-5) who **CAN SUBTRACT** or do more	% Children (Std 3-5) who **CAN READ** sentences in **ENGLISH**
Bargarh	90.0	6.0	3.8	83.3	75.6	43.3	56.2	43.8	15.0
Jharsuguda	94.6	5.3	8.3	79.9	70.9	40.1	61.9	46.2	10.1
Sambalpur	86.0	6.1	7.4	81.4	76.6	34.5	64.9	42.2	11.2
Deogarh	90.5	6.0	8.7	73.9	73.8	50.7	71.2	75.7	33.8
Sundargarh	87.4	8.0	8.4	67.4	70.5	45.1	52.1	39.2	21.1
Kendujhar	76.0	7.6	2.2	77.4	79.2	46.7	65.5	58.1	27.3
Mayurbhanj	87.6	12.1	0.8	87.3	76.7	28.4	70.5	66.8	22.8
Baleshwar*		3.1	0.1	89.1	82.7	63.8	75.2	61.8	23.6
Bhadrak	86.1	1.6	1.1	87.7	80.3	51.6	74.7	65.1	29.3
Kendraparha	73.6	3.6	4.0	84.0	85.7	55.6	75.4	73.3	28.3
Jagatsinghapur	98.7	1.7	6.0	81.4	83.8	45.3	79.3	67.2	35.2
Cuttack	75.4	2.8	6.4	91.0	90.6	70.5	77.2	62.9	29.3
Jajapur	92.7	2.6	3.2	82.4	78.6	43.1	79.2	71.8	31.2
Dhenkanal	85.3	5.1	2.9	82.0	83.1	54.2	50.8	46.4	16.0
Anugul*		0.2	0.0	57.9	57.7	22.7	44.6	20.4	3.7
Nayagarh	81.1	5.0	5.7	73.0	73.5	52.5	73.0	55.8	19.2
Khordha	89.6	2.9	3.4	80.9	82.1	45.1	75.5	61.5	16.4
Puri	92.0	2.1	3.1	98.1	92.5	69.8	87.0	83.5	40.6
Ganjam	45.3	9.0	2.4	70.0	70.3	31.4	56.7	42.1	16.7
Gajapati	89.7	13.5	7.8	68.4	72.7	43.5	53.4	53.7	12.6
Kandhamal	70.4	12.0	3.7	73.3	68.8	39.2	59.8	50.6	15.9
Bauda	84.5	5.8	3.1	75.0	70.8	26.5	64.2	46.2	8.8
Sonapur	87.3	8.7	1.1	73.4	68.0	30.3	70.5	50.8	18.7
Balangir	67.3	9.8	5.1	69.2	63.3	22.2	61.7	40.6	19.3
Nuaparha	62.9	12.4	3.1	39.9	37.3	12.0	34.2	19.8	3.9
Kalahandi	71.2	6.4	2.0	62.8	56.7	30.4	62.1	47.0	21.7
Rayagarha	49.4	36.3	0.7	72.9	73.6	40.7	66.5	59.6	33.6
Nabarangapur	66.7	14.6	4.8	21.2	17.9	3.9	24.3	14.8	1.9
Koraput	66.4	21.8	1.9	61.2	54.0	28.0	44.3	31.9	9.7
Malkangiri	79.7	22.6	0.6	53.6	42.4	19.5	37.7	34.6	7.4
Total	**76.3**	**8.0**	**3.3**	**73.6**	**70.3**	**39.1**	**63.6**	**52.1**	**20.6**



* Blank cells indicate insufficient data.



Maharashtra

Andhra Pradesh

Goa

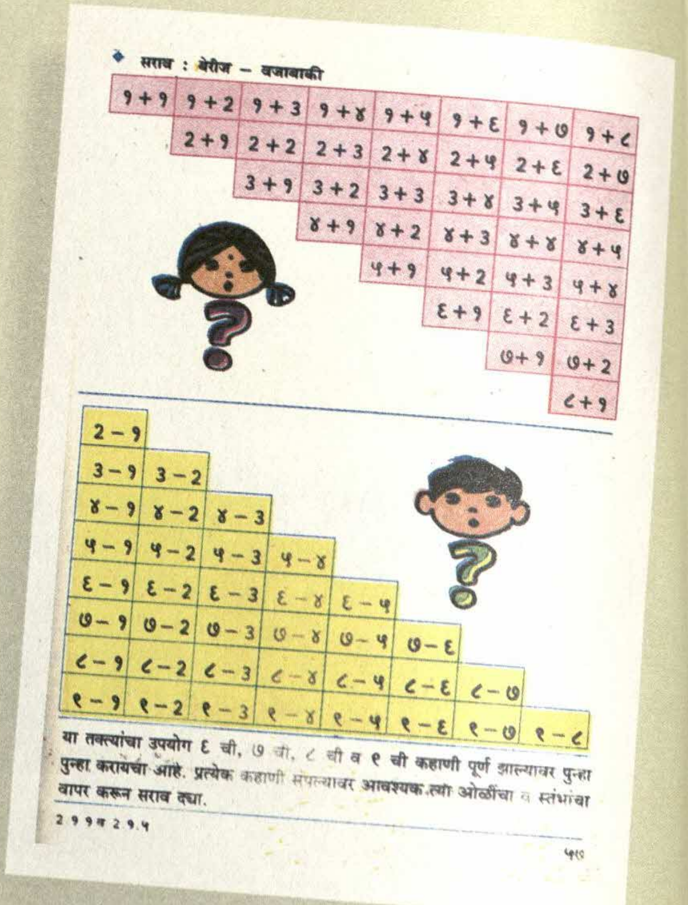
Karnataka

Kerala

Tamil Nadu

Pondicherry





सराव : बेरीज – वजाबाकी

१+१	१+2	१+3	१+४	१+५	१+६	१+७	१+८
	2+१	2+2	2+3	2+४	2+५	2+६	2+७
		3+१	3+2	3+3	3+४	3+५	3+६
			४+१	४+2	४+3	४+४	४+५
				५+१	५+2	५+3	५+४
					६+१	६+2	६+3
						७+१	७+2
							८+१

2 – १							
3 – १	3 – 2						
४ – १	४ – 2	४ – 3					
५ – १	५ – 2	५ – 3	५ – ४				
६ – १	६ – 2	६ – 3	६ – ४	६ – ५			
७ – १	७ – 2	७ – 3	७ – ४	७ – ५	७ – ६		
८ – १	८ – 2	८ – 3	८ – ४	८ – ५	८ – ६	८ – ७	
९ – १	९ – 2	९ – 3	९ – ४	९ – ५	९ – ६	९ – ७	९ – ८

या तक्त्यांचा उपयोग ६ वी, ७ वी, ८ वी व ९ वी कहाणी पूर्ण झाल्यावर पुन्हा पुन्हा करायचा आहे. प्रत्येक कहाणी संपल्यावर आवश्यक त्या ओळींचा व स्तंभांचा वापर करून सराव द्या.

२ ९ ९ ब २.९.५

५१८



१८. एवढीशी चूक

रात्री बाबा मुलांना म्हणाले, ''आज मी तुम्हांला नवीन गोष्ट सांगणार आहे !''

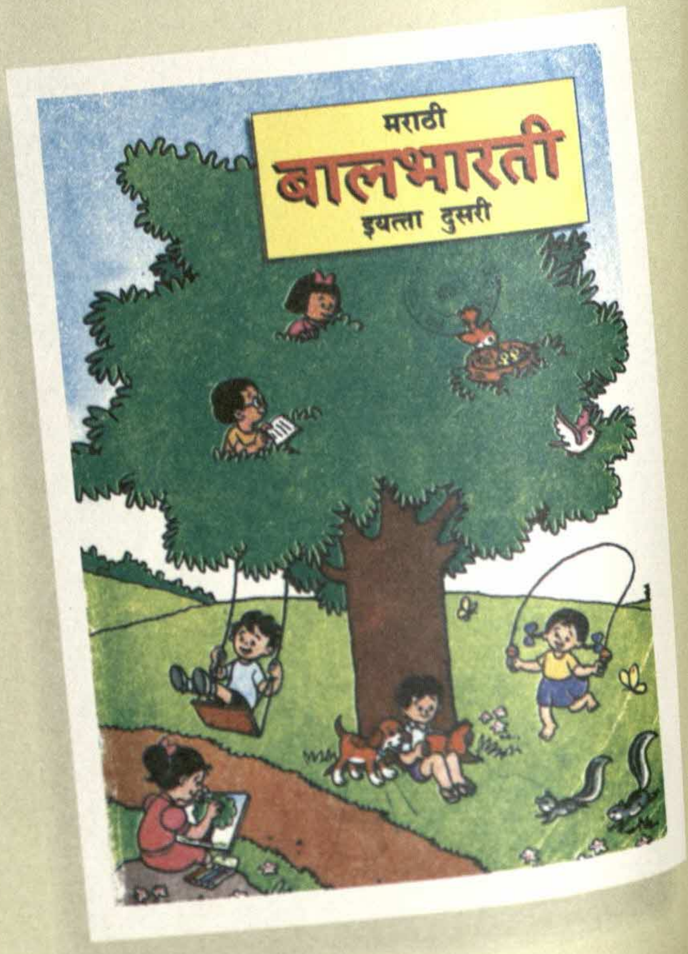
गोष्ट म्हणताच गीता व मोहन पटापट अंथरुणावर उठून बसले. ''सांगा ना लवकर,'' गीता म्हणाली. मोहनही गोष्ट ऐकायला आतुर झाला.

बाबांनी गोष्ट सांगायला सुरुवात केली. ''गोष्टीचं नाव आहे 'एवढीशी चूक'.''

''चुकीबद्दल गोष्ट ?'' मुलांनी आश्चर्याने विचारले.

१.२.२, २.२.१, २.२.३, ३.२.१, ३.२.२, ४.२.३, ५.२.१, ५.२.२, ६.२.१

६५



MAHARASHTRA RURAL

All analysis based on data from 33 out of 33 districts

Enrollment

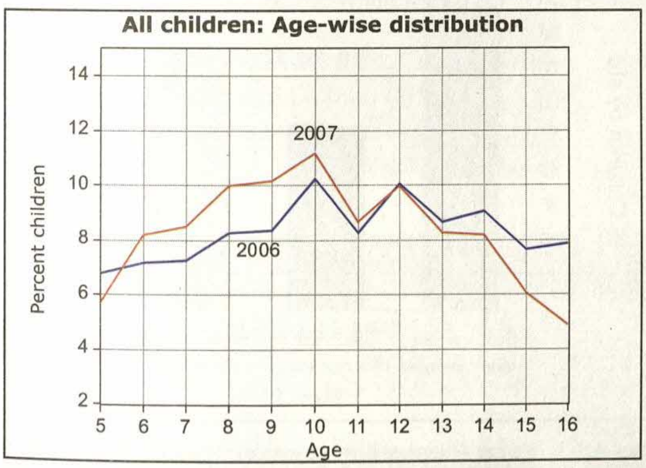
School enrollment and out of school children 2006 vs. 2007

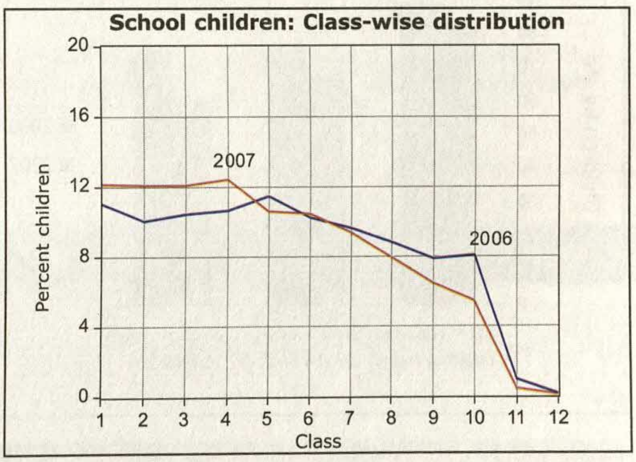
	2006					2007				
	% Children in each age group in different types of schools			% Out of school		% Children in each age group in different types of schools			% Out of school	
	Govt.	Pvt.	Other (Madarsa + EGS)	Not in School	Total	Govt.	Pvt.	Other (Madarsa + EGS)	Not in School	Total
Age: 6 -14 ALL	77.7	18.3	0.3	3.8	100	71.9	25.8	0.5	1.8	100
Age: 7-16 ALL	71.0	22.6	0.3	6.1	100	63.9	32.5	0.5	3.1	100
Age: 7- 10 ALL	88.5	8.6	0.4	2.6	100	89.2	9.4	0.6	0.8	100
Age: 7-10 BOYS	88.6	8.7	0.3	2.4	100	88.9	9.7	0.6	0.8	100
Age: 7-10 GIRLS	88.4	8.4	0.4	2.7	100	89.5	9.2	0.6	0.8	100
Age: 11-14 ALL	64.9	29.6	0.2	5.4	100	48.3	48.2	0.4	3.1	100
Age: 11-14 BOYS	65.2	29.9	0.2	4.7	100	48.5	47.8	0.4	3.2	100
Age: 11-14 GIRLS	64.5	29.2	0.2	6.1	100	48.0	48.7	0.4	3.0	100
Age: 15-16 ALL	46.9	37.5	0.2	15.5	100	21.9	66.0	0.4	11.7	100
Age: 15-16 BOYS	47.8	37.3	0.2	14.7	100	24.0	65.3	0.3	10.4	100
Age: 15-16 GIRLS	45.8	37.7	0.2	16.4	100	19.4	66.9	0.5	13.1	100

Note: "Not in school" includes children who have never gone to school or have dropped out.

Age and Class

Age-wise and class-wise distribution of children in sample





Young Children

In pre-school (Balwadi/Anganwadi) or in school 2006 vs. 2007

	2006						2007					
	% Children						% Children					
	In balwadi or anganwadi	In School			Not going anywhere	Total	In balwadi or anganwadi	In School			Not going anywhere	Total
		Govt.	Pvt.	Other School				Govt.	Pvt.	Other School		
Age: 3 ALL	85.0				15.0	100	87.2				12.8	100
Age: 4 ALL	94.7				5.3	100	97.0				3.0	100
Age: 5 ALL	90.8	4.5	0.9	0.0	3.8	100	87.1	8.7	2.3	0.2	1.9	100
Age: 6 ALL	5.7	86.0	6.5	0.2	1.5	100	10.1	82.2	6.2	0.5	1.0	100

Learning Level

Reading level: % Children who can read

Std.	Nothing	Letter	Word	Level 1 (Std 1) Text	Level 2 (Std 2 text)	Total
I	12.2	43.1	32.2	7.5	5.1	100
II	3.5	15.7	32.5	31.6	16.7	100
III	1.9	6.2	17.1	38.0	36.8	100
IV	1.0	2.5	8.1	29.0	59.4	100
V	0.6	1.6	5.3	18.5	74.1	100
VI	0.6	1.1	3.0	13.3	82.1	100
VII	0.8	0.6	2.1	9.0	87.5	100
VIII	0.6	0.5	1.2	6.8	90.9	100
Total	2.9	9.9	13.9	20.2	53.2	100

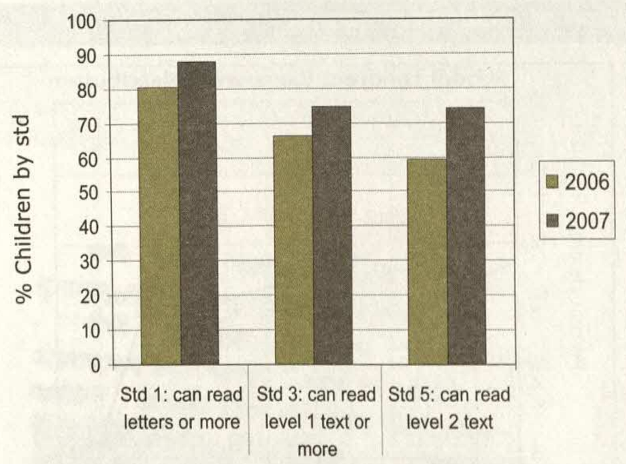
Arithmetic level: % Children who can

Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	10-99			
I	10.5	52.5	31.2	5.1	0.7	100
II	3.4	22.4	50.1	21.4	2.7	100
III	1.9	10.0	36.0	42.4	9.8	100
IV	1.1	4.7	23.8	42.7	27.8	100
V	0.9	3.1	14.9	36.8	44.3	100
VI	0.7	1.7	11.3	31.1	55.3	100
VII	0.9	1.3	9.8	23.0	65.1	100
VIII	0.6	0.8	8.0	17.2	73.4	100
Total	2.7	13.3	24.6	27.9	31.6	100

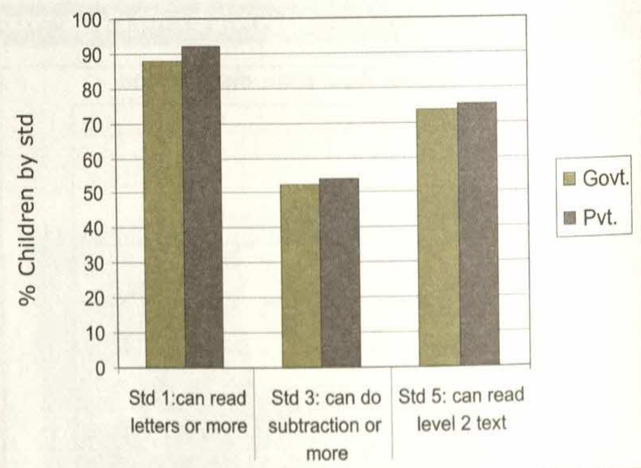
Only subtraction and division data comparable with previous ASER.

Comparisons

ASER 2006 & 2007 : Reading Levels - All Schools



ASER 2007 : Govt. vs Pvt. Schools



English reading level: % Children who

Std.	Cannot read capital letters	Can read capital letters	Can read small letters	Can read simple words	Can read easy sentences	Total
I	71.9	16.8	7.6	2.6	1.0	100
II	48.0	25.5	17.2	6.6	2.7	100
III	30.4	25.9	22.5	15.5	5.8	100
IV	16.7	23.8	23.7	23.2	12.6	100
V	5.8	14.1	18.0	33.0	29.1	100
VI	3.8	10.9	12.3	29.5	43.5	100
VII	3.5	8.6	8.4	24.7	54.9	100
VIII	2.4	5.7	6.0	18.4	67.5	100
Total	25.0	17.3	15.1	18.6	24.0	100

English comprehension

Std.	Of those who can read words, % who can tell meaning of the words	Of those who can read sentences, % who can tell meaning of sentences
I	38.1	81.2
II	51.4	65.1
III	60.6	77.2
IV	66.8	81.6
V	70.6	80.6
VI	69.6	80.8
VII	69.6	81.3
VIII	68.9	83.3
Total	66.7	81.3

Comprehension & Problem solving

Ability of children by reading level to read and answer orally

Children in age group : 6 to 10

Reading level	% Children in specific reading level	% at each level who can orally answer questions	
		based on Std 1 level text only	based on Std 2 level text
Word	21.5	12.0	4.5
Std 1 level text	25.9	73.7	23.6
Std 2 level text	32.7	94.0	83.4

Children in age group : 11 to 14

Reading level	% Children in specific reading level	% at each level who can orally answer questions	
		based on Std 1 level text only	based on Std 2 level text
Word	2.8	23.5	11.0
Std 1 level text	12.4	79.2	39.1
Std 2 level text	83.2	96.6	91.8

Ability of children by age to listen to a subtraction problem and answer

In-school children

Age group	% Children who can solve		
	None	Simple problem only	Both problems
6 to 8	69.9	8.5	20.8
9 to 10	29.8	11.3	57.7
11 to 14	11.5	6.6	80.9

Children not in-school

Age group	% Children who can solve		
	None	Simple problem only	Both problems
6 to 8	88.7	2.9	7.7
9 to 10	65.6	4.8	29.7
11 to 14	50.8	7.2	41.0

हिवाळा सुरू झाला.
थंडी लागू लागली.
मी गरम कपडे घातले.
आईने शाल पांघरली.

प्रश्न १) मी कसले कपडे घातले ?
प्रश्न २) थंडी कधी पडायला लागली ?

सोनू आणि मोनू जिवलग मित्र होते. दोघे नेहमी सोबत असायचे. फिरायला सोबत जायचे. कामालाही सोबत जायचे. सोबत जेवायचे. दोघे सारख्याच रंगाचे कपडे वापरायचे. सोनूने लाल शर्ट शिवला की मोनू पण लाल शर्ट शिवत असे. मोनूने निळी पँट शिवली की सोनूही निळी पँट शिवायचा. त्यामुळे कधी कधी लोकांना दोघे सख्खे भाऊ वाटत. दोघांना सोबत बघून लोकांना गंमतच वाटे. सोनू आणि मोनूलाही आपल्या मैत्रीचा अभिमान वाटत असे.

प्रश्न ३) लोकांना सोनू आणि मोनू कोण वाटत ?
प्रश्न ४) सोनू आणि मोनू कोण होते ?

१) तुमच्याकडे ५० रुपये आहेत त्यातील २५ रुपयांची बॅट घेतली तर आता तुमच्याकडे किती रुपये बाकी उरले ?

२) वसंतकडे ५० रुपये आहेत त्यातील ३९ रुपयांची भाजी घेतली. तर आता वसंतकडे किती रुपये बाकी राहिले ?

Ability of children by arithmetic level to listen to a subtraction problem and answer

Children in age group : 6 to 10

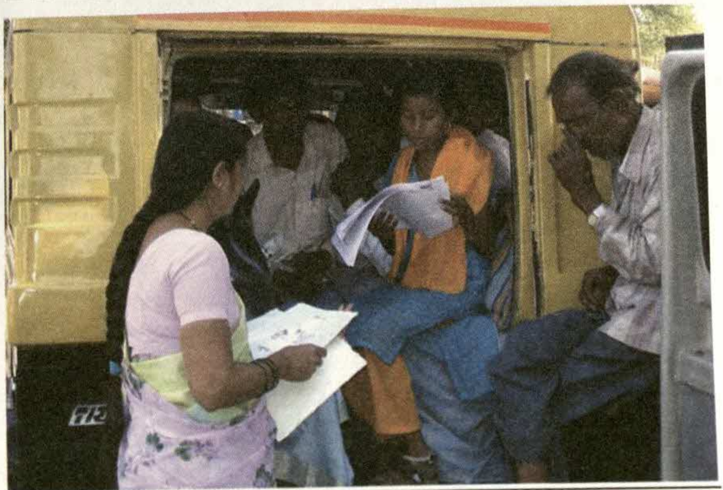
Arithmetic level	% Children in specific arithmetic level	% Children in specific arithmetic level who can solve		
		None	Simple problem only	Both problems
Number recognition 10-99	34.1	67.6	11.2	20.3
Subtraction	28.2	19.0	16.6	62.7
Division	12.9	3.2	3.6	92.5

Children in age group : 11 to 14

Arithmetic level	% Children in specific arithmetic level	% Children in specific arithmetic level who can solve		
		None	Simple problem only	Both problems
Number recognition 10-99	11.1	49.0	11.2	38.6
Subtraction	28.1	11.4	12.4	74.7
Division	58.2	1.8	3.0	94.6

School going children attending tuition class

	% Children							
Std.	I	II	III	IV	V	VI	VII	VIII
Govt. school	3.3	4.0	4.9	5.6	7.3	7.2	7.9	10.6
Pvt. school	23.1	22.4	21.4	19.8	13.2	12.2	11.8	12.0



School Observations: Schools visited - Primary (Std 1-4/5): 480; Primary+Upper-primary (Std 1-8): 403

Teacher attendance	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
% teachers attending (average)	86.0	83.7	94.0	90.0
% schools with no teacher present	3.1	3.7	0.0	0.0
% schools with all teachers present	65.4	46.9	82.9	63.6

Children's attendance	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
% enrolled children attending (average)	83.2	83.2	91.7	92.6
% schools with less than 50% enrolled children attending	4.9	3.2	0.9	0.0
% schools with 75% and more enrolled children attending	80.3	82.2	93.6	97.6

Pupil teacher ratio (median)	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
Based on children enrolled & teachers appointed	29.6	29.5	28.5	28.6
Based on children & teachers present	27.2	28.7	27.9	29.3

School grants and teacher grants	2006		2007*	
	Std. 2	Std. 4	Std. 2	Std. 4
	% Schools			
Teacher received TLM grant	98.1	97.7	91.4	91.5
School received school maintenance grant	96.0		83.9	

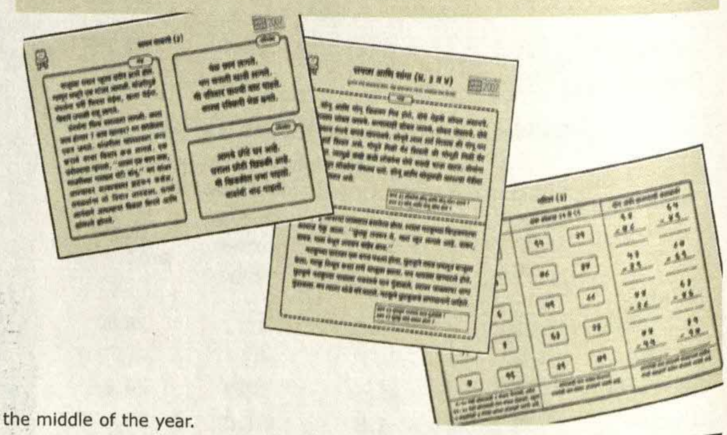
Water/toilet and midday meal	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
	% Schools			
Schools with no water provision	40.1	29.2	28.5	16.9
Schools with water provision but water not available	7.8	9.7	7.1	7.8
Schools with water provision and water available	52.1	61.1	64.4	75.3
Schools with no toilet provision	39.8	22.8	15.5	8.6
Schools with toilet provision but not being used	14.1	19.6	8.2	8.6
Schools with toilet provision and use	46.1	57.6	76.3	82.9
Schools with midday meal being served on that day	86.3	81.6	98.5	99.2

Multigrade classes	2007	
	Std. 1-4/5	Std. 1-8
Schools in which...	% Schools	
Std II class sits with another class	48.9	27.9
Std IV class sits with another class	45.6	23.8

Over 90% classes that were visited have blackboards. In over 90% of these classes, most children have textbooks, notebooks and pen or pencil.

Please note that while 2005 data was collected during ASER 2005, 2006 data reported in the Grants table was collected in ASER 2007 by asking for last year's grant information to the respondent.

Note: ASER 2007 survey was carried out in October and November 2007. One govt. school with primary grades was visited in the sampled village. If there was more than one govt. school with primary grades, then the school with the highest enrollment was visited. Hence the schools visited in the survey do not represent a random sample from the district. The school visits were generally done either on a Saturday or a Monday.

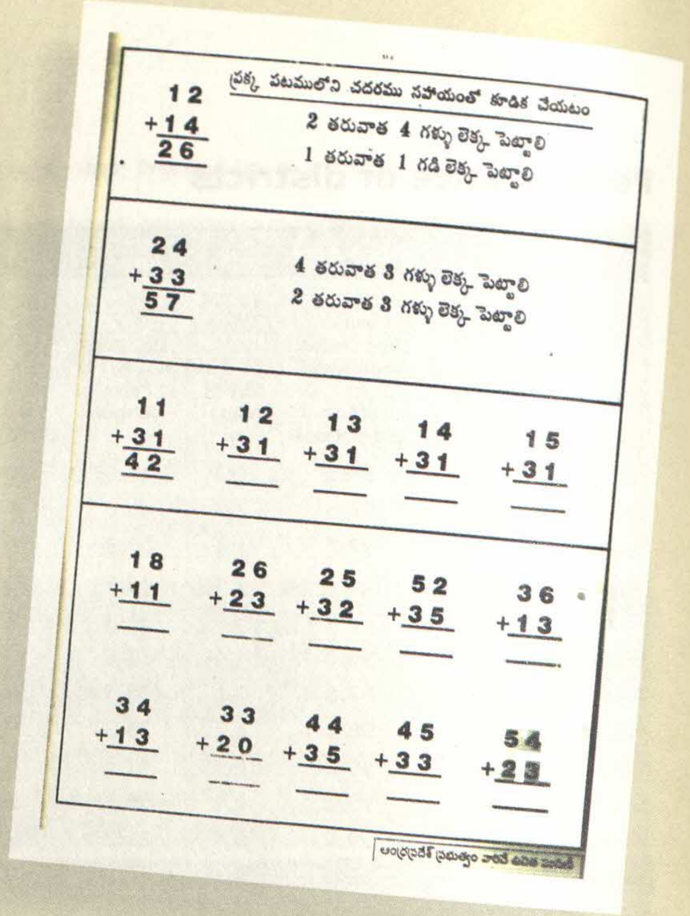


*Grants for 2007 may be lower than 2006 since the survey was conducted in the middle of the year.

Performance of districts

	Pre- school	Out of school	Private school	Std 1-2 : Learning levels			Std 3-5 : Learning levels		
District	% Children (Age 3-4) in **Anganwadi** or **other pre-school**	% Children (Age 6-14) **Out of school**	% Children (Age 6-14) in **Private school**	% Children (Std 1-2) who **CAN READ** letters, words or more in **OWN LANGUAGE**	% Children (Std 1-2) who **CAN RECOGNIZE NUMBERS** (1-9) or more	% Children (Std 1-2) who **CAN READ** letters or more in **ENGLISH**	% Children (Std 3-5) who **CAN READ** Level 1 (Std 1) text or more in **OWN LANGUAGE**	% Children (Std 3-5) who **CAN SUBTRACT** or do more	% Children (Std 3-5) who **CAN READ** sentences in **ENGLISH**
Nandurbar	95.0	9.2	15.8	69.7	69.4	18.9	71.6	44.6	15.2
Dhule	97.6	2.7	40.0	90.8	92.1	50.5	84.3	33.0	16.5
Jalgaon	97.7	1.1	27.8	99.1	99.5	23.3	91.4	61.2	11.0
Buldana	91.9	1.4	13.6	95.2	95.7	69.4	85.5	84.7	35.3
Akola	100.0	3.4	31.4	77.2	79.0	40.4	87.9	73.8	31.7
Washim	95.0	1.6	23.5	91.0	94.8	58.9	81.6	76.0	19.3
Amravati	97.6	1.1	38.5	87.2	87.7	40.9	76.0	52.4	17.3
Wardha	98.5	1.2	26.0	95.9	92.7	56.3	88.4	67.2	12.5
Nagpur	99.1	0.4	41.7	92.4	93.0	37.8	83.2	67.0	8.4
Bhandara	93.1	0.9	36.5	96.1	95.4	47.7	92.2	71.7	11.2
Gondia	99.5	0.4	21.2	95.6	95.1	47.3	82.3	63.3	9.7
Gadchiroli	86.8	4.4	27.3	87.7	87.7	46.0	76.6	71.4	10.6
Chandrapur	98.0	2.4	24.2	84.2	82.9	25.6	73.2	43.3	2.9
Yavatmal	95.7	2.3	25.0	89.4	88.8	31.2	77.6	56.1	10.2
Nanded	95.6	2.8	21.6	93.4	94.1	39.7	81.4	59.1	10.2
Hingoli	100.0	0.9	22.5	94.7	97.8	43.7	83.3	51.6	8.9
Parbhani	89.2	3.5	25.1	91.3	91.2	49.0	86.5	75.5	16.9
Jalna	86.3	0.2	13.1	90.5	92.1	29.6	83.9	76.2	10.4
Aurangabad	87.5	3.4	22.5	79.1	88.2	40.2	68.5	38.9	21.0
Nashik	77.1	2.2	18.2	86.7	90.4	15.0	76.0	46.5	4.9
Thane	93.6	4.3	23.4	97.2	97.2	42.3	89.3	72.4	9.2
Raigad	99.3	1.8	36.4	94.8	97.1	34.3	93.5	86.2	43.5
Pune	100.0	0.5	27.9	91.6	90.6	45.0	84.5	76.7	15.5
Ahmednagar	99.4	0.7	37.2	97.0	97.3	39.3	95.7	76.2	14.2
Beed	88.2	2.5	18.2	92.1	93.0	26.1	92.5	74.3	4.1
Latur	98.9	0.5	20.8	90.5	92.7	41.3	82.8	73.9	21.0
Osmanabad	91.5	1.1	25.6	92.2	95.3	61.5	89.6	69.6	22.8
Solapur	93.3	2.3	30.5	97.1	97.9	60.2	92.4	82.8	31.1
Satara	95.3	1.0	26.7	99.1	97.8	38.0	89.4	83.2	13.0
Ratnagiri	93.3	0.5	5.9	97.8	97.2	35.6	86.4	73.3	11.3
Sindhudurg	93.4	0.5	7.9	100.0	98.9	58.8	95.9	85.6	31.7
Kolhapur	83.7	0.5	21.9	93.2	93.2	52.2	83.0	72.0	12.9
Sangli	82.3	0.3	35.7	94.2	95.8	41.9	85.5	69.8	10.3
Total	**93.3**	**1.8**	**25.8**	**92.1**	**93.0**	**40.0**	**85.0**	**67.4**	**15.2**





ప్రక్క పటములోని చదరము సహాయంతో కూడిక చేయటం

12 + 14 = 26	2 తరువాత 4 గళ్ళు లెక్క పెట్టాలి 1 తరువాత 1 గడి లెక్క పెట్టాలి
24 + 33 = 57	4 తరువాత 3 గళ్ళు లెక్క పెట్టాలి 2 తరువాత 3 గళ్ళు లెక్క పెట్టాలి

11 + 31 = 42	12 + 31	13 + 31	14 + 31	15 + 31
18 + 11	26 + 23	25 + 32	52 + 35	36 + 13
34 + 13	33 + 20	44 + 35	45 + 33	54 + 23

ఆంధ్రప్రదేశ్ ప్రభుత్వం వారిచే ఉచిత పంపిణీ



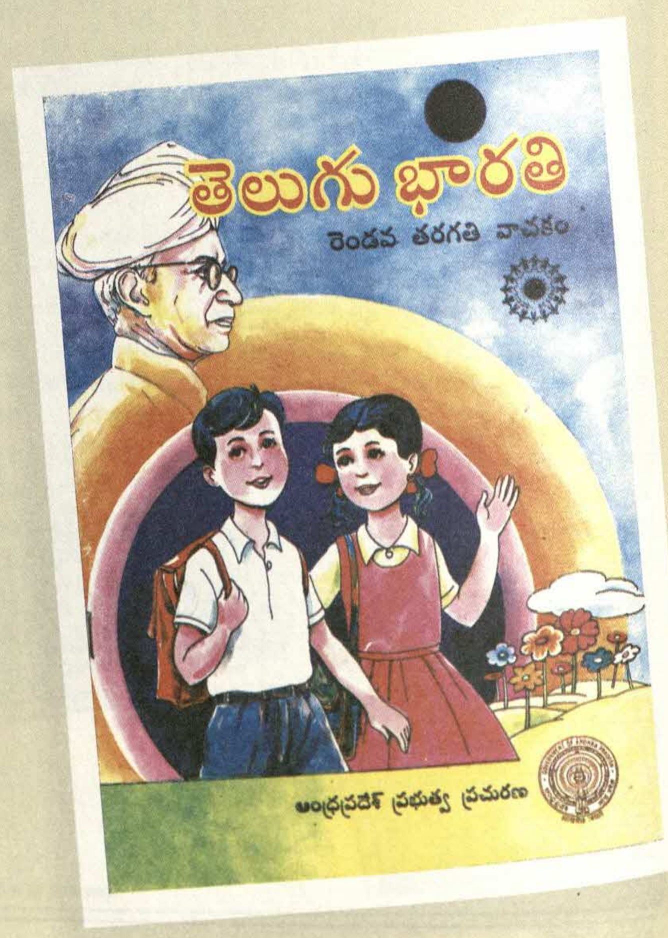
6 మా ఇల్లు

నా పేరు రమ. నేను రెండవ తరగతి చదువుతున్నాను. మా ఇల్లు చాలా అందంగా ఉంటుంది. మా ఇంట్లో మా అమ్మ నాన్న, నేను తమ్ముడు ఉంటాం. మా అమ్మా నాన్న మమ్మల్ని ఎంతో ముద్దుగా చూసుకుంటారు. మా నాన్న బొమ్మలు ఇస్తారు. మేము వాటితో ఆడుకుంటాం. అమ్మ మిఠాయిలు పెడుతుంది. వాటిని ఇంట్లో అందరం తింటాం.

మా ఇంటి వెనక పెరడు ఉంది. అందులో రకరకాల పూలమొక్కలు ఉన్నాయి. అవి రోజూ పూలు పూస్తాయి. కొబ్బరి చెట్లూ, జామ చెట్లూ కూడా ఉన్నాయి. కొబ్బరి బోండాలు, జామ పండ్లు అంటే మాకెంతో ఇష్టం.

మా ఇంటి పెరట్లో ఒక బావి ఉంది. మేము రోజూ ఆ బావిలోని నీళ్ళు తోడి పూలమొక్కలకూ, చెట్లకూ పోస్తాం. కూరగాయల మొక్కలు కూడా పెరట్లో పెంచుతాం. బెండకాయలు, టమాటాలు, వంకాయలు, చిక్కుడు కాయలు బాగా కాస్తాయి. తోటకూర, గోంగూర, మెంతికూర కూడా పెరట్లో పెరుగుతాయి.

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ANDHRA PRADESH RURAL

Annual Status of Education Report असर ASER 2007 RURAL Facilitated by PRATHAM

All analysis based on data from 22 out of 22 districts

Enrollment

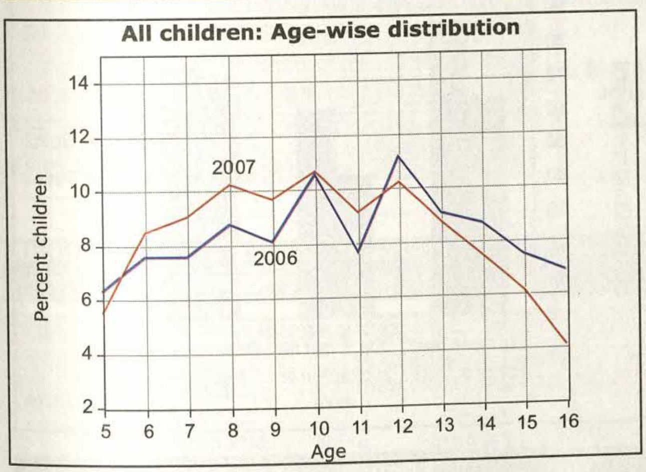
School enrollment and out of school children 2006 vs. 2007

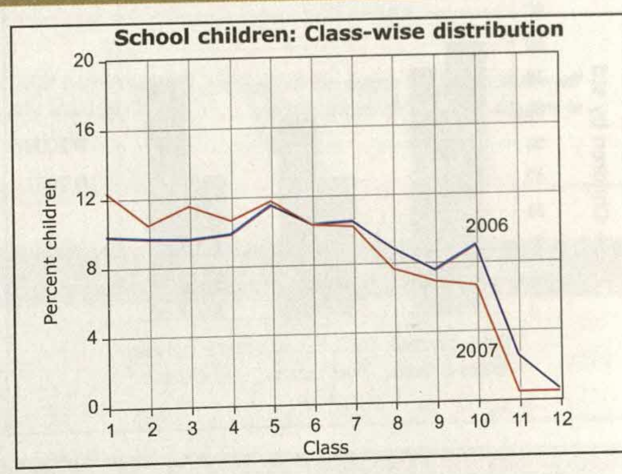
	2006					2007				
	% Children in each age group in different types of schools			% Out of school		% Children in each age group in different types of schools			% Out of school	
	Govt.	Pvt.	Other (Madarsa + EGS)	Not in School	Total	Govt.	Pvt.	Other (Madarsa + EGS)	Not in School	Total
Age: 6 -14 ALL	77.1	18.5	0.2	4.2	100	66.1	29.3	0.4	4.3	100
Age: 7-16 ALL	76.4	16.8	0.2	6.6	100	65.5	27.1	0.4	6.9	100
Age: 7- 10 ALL	76.7	21.4	0.3	1.6	100	65.7	32.0	0.5	1.9	100
Age: 7-10 BOYS	75.1	23.3	0.3	1.3	100	61.9	35.8	0.4	1.9	100
Age: 7-10 GIRLS	78.4	19.5	0.3	1.9	100	69.1	28.4	0.5	1.9	100
Age: 11-14 ALL	79.2	13.6	0.1	7.1	100	68.6	23.6	0.4	7.4	100
Age: 11-14 BOYS	78.6	15.8	0.1	5.6	100	65.5	27.4	0.4	6.7	100
Age: 11-14 GIRLS	79.9	11.4	0.1	8.6	100	71.5	20.0	0.4	8.1	100
Age: 15-16 ALL	68.5	13.8	0.1	17.6	100	54.5	20.5	0.5	24.6	100
Age: 15-16 BOYS	69.4	14.0	0.1	16.5	100	54.1	22.0	0.4	23.5	100
Age: 15-16 GIRLS	67.4	13.6	0.1	19.0	100	54.9	19.0	0.5	25.6	100

Note: "Not in school" includes children who have never gone to school or have dropped out.

Age and Class

Age-wise and class-wise distribution of children in sample





Young Children

In pre-school (Balwadi/Anganwadi) or in school 2006 vs. 2007

	2006						2007					
	% Children						% Children					
	In balwadi or anganwadi	In School			Not going anywhere	Total	In balwadi or anganwadi	In School			Not going anywhere	Total
		Govt.	Pvt.	Other School				Govt.	Pvt.	Other School		
Age: 3 ALL	79.4				20.6	100	75.7				24.3	100
Age: 4 ALL	88.5				11.5	100	81.7				18.3	100
Age: 5 ALL	35.3	37.9	23.2	0.1	3.6	100	25.5	30.4	38.4	0.8	5.0	100
Age: 6 ALL	8.6	61.7	27.3	0.1	2.2	100	2.6	55.2	39.8	0.5	1.9	100

Learning Level

Reading level: % Children who can read

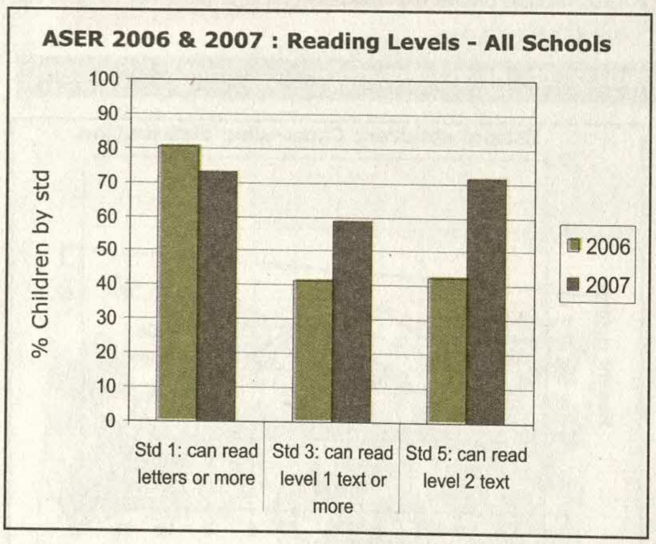
Std.	Nothing	Letter	Word	Level 1 (Std 1) Text	Level 2 (Std 2 text)	Total
I	26.8	43.3	22.7	4.3	2.8	100
II	9.3	25.2	39.3	13.6	12.6	100
III	4.5	10.8	26.0	23.4	35.4	100
IV	2.1	5.3	14.0	22.1	56.5	100
V	1.1	3.1	9.0	15.3	71.5	100
VI	1.1	2.9	6.3	13.4	76.3	100
VII	1.0	1.8	4.2	10.7	82.4	100
VIII	0.7	1.4	3.5	7.4	87.0	100
Total	6.3	12.6	16.3	14.0	50.8	100

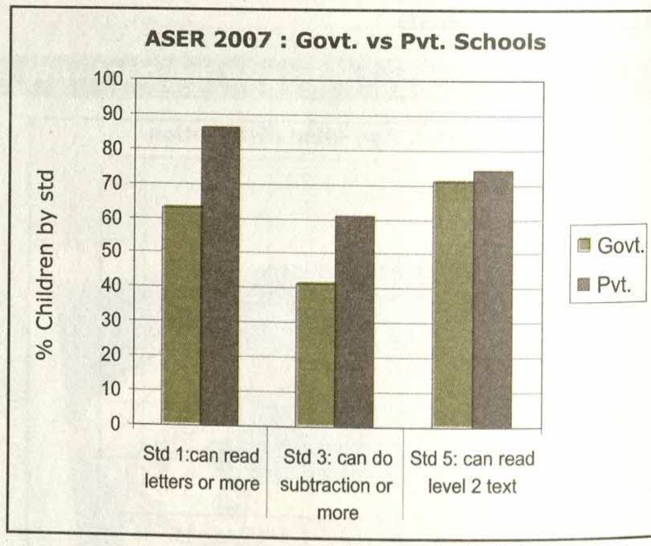
Arithmetic level: % Children who can

Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	10-99			
I	22.1	36.8	36.7	3.5	0.9	100
II	5.5	17.5	55.3	19.2	2.4	100
III	2.1	8.4	42.6	35.0	12.0	100
IV	1.4	3.4	27.3	37.4	30.6	100
V	0.7	2.1	19.3	31.3	46.7	100
VI	0.7	1.7	17.3	27.7	52.7	100
VII	0.8	1.7	15.1	25.6	56.9	100
VIII	0.5	0.7	15.2	26.2	57.4	100
Total	4.6	9.8	29.3	25.5	30.8	100

Only subtraction and division data comparable with previous ASER.

Comparisons





English reading level: % Children who

Std.	Cannot read capital letters	Can read capital letters	Can read small letters	Can read simple words	Can read easy sentences	Total
I	51.7	16.1	15.5	11.4	5.4	100
II	34.8	21.7	18.6	15.3	9.8	100
III	18.7	19.0	23.8	25.8	12.8	100
IV	7.8	10.5	22.6	37.8	21.3	100
V	5.3	7.1	14.1	42.3	31.1	100
VI	2.9	5.1	12.1	32.3	47.5	100
VII	2.4	3.2	9.4	25.4	59.6	100
VIII	1.4	2.2	8.6	19.6	68.3	100
Total	16.4	11.0	15.9	26.6	30.2	100

English comprehension

Std.	Of those who can read words, % who can tell meaning of the words	Of those who can read sentences, % who can tell meaning of sentences
I	58.7	58.5
II	64.6	64.8
III	69.2	71.8
IV	71.3	72.9
V	78.0	72.4
VI	72.1	77.3
VII	70.5	82.8
VIII	65.8	82.9
Total	71.0	77.4

Comprehension & Problem solving

Ability of children by reading level to read and answer orally

Children in age group : 6 to 10

Reading level	% Children in specific reading level	% at each level who can orally answer questions	
		based on Std 1 level text only	based on Std 2 level text
Word	22.7	8.3	3.5
Std 1 level text	16.0	67.1	18.4
Std 2 level text	36.1	92.0	84.5

Children in age group : 11 to 14

Reading level	% Children in specific reading level	% at each level who can orally answer questions	
		based on Std 1 level text only	based on Std 2 level text
Word	5.4	22.7	13.5
Std 1 level text	11.7	73.6	30.9
Std 2 level text	79.5	95.1	91.7

Ability of children by age to listen to a subtraction problem and answer

In-school children

Age group	% Children who can solve		
	None	Simple problem only	Both problems
6 to 8	73.4	6.9	19.0
9 to 10	31.9	9.4	57.1
11 to 14	14.9	8.2	75.1

Children not in-school

Age group	% Children who can solve		
	None	Simple problem only	Both problems
6 to 8	90.3	5.6	4.1
9 to 10	63.5	6.0	28.5
11 to 14	42.1	11.2	45.2

రాజా రంగా మాటాడంగా
రామా వనజా ఆటాడంగా.
చిటపట చినుకులు రాలుతుండగా
వానపాటలు పాడారు.

- ఆటలు ఎవరు ఆడారు?
- ఏమి పాటలు పాడారు?

అనగనగా ఒక పెద్ద అడవి. ఒక రోజు రంగయ్య కట్టెలు కొట్టడానికి అడవిలోనికి వెళ్ళాడు. దారిలో అతనికి ఒక చిలుక కనిపించింది. అది చలికి వణుకుతూ ఉంది. రంగయ్య చిలుకను చూసి అయ్యో అని జాలి పడి ఇంటికి తీసుకొని వెళ్ళాడు. చిలుక కాలికి గాయం అయి ఉంది. అది చూసి రంగయ్య ఆ గాయానికి మందు రాసి కట్టుకట్టాడు. కొద్ది రోజులకు గాయం మానింది. రంగయ్య రోజూ చిలుకకు జామపండు తినిపించేవాడు. రంగయ్య భార్యకు కూడా చిలుక బాగా నచ్చి రోజూ మాటలు నేర్పింది. ఎవరైనా రంగయ్య ఇంటికిరాగానే చిలుక రండి! రండి! అంతా బాగున్నారా అని పిలుస్తుంది.

1) రంగయ్యకు ఏం కనిపించింది?
2) చిలుక ఏమంటుంది?

1. మీ వద్ద 50 రూ॥ ఉన్నాయి. దానిలో నుండి 35 రూ॥ లతో చెప్పులు కొన్నారు. మీ దగ్గర ఇంకా ఎన్ని రూ॥ లు ఉంటాయి.

2. మీ వద్ద 50 రూ॥ ఉన్నాయి. దానిలో నుండి 28 రూ॥ లతో మిఠాయిలు కొన్నారు. మీ దగ్గర ఇంకా ఎన్ని రూ॥ లు ఉంటాయి.

Ability of children by arithmetic level to listen to a subtraction problem and answer

Children in age group : 6 to 10

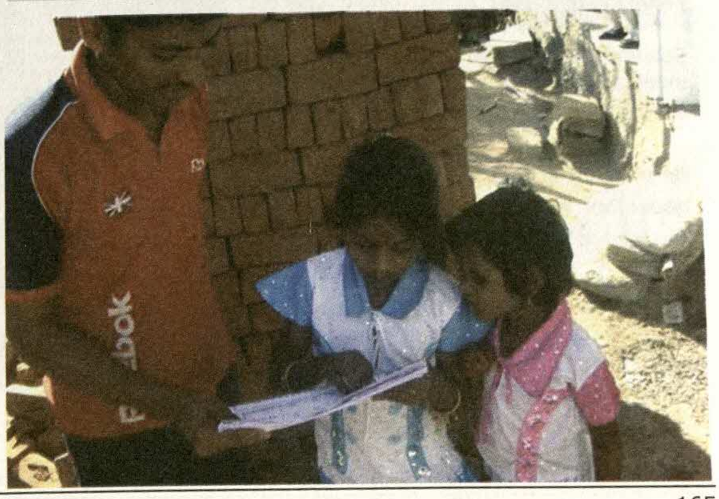
Arithmetic level	% Children in specific arithmetic level	% Children in specific arithmetic level who can solve		
		None	Simple problem only	Both problems
Number recognition 10-99	37.7	79.6	7.6	11.6
Subtraction	25.8	29.7	14.7	54.0
Division	18.1	6.9	5.1	87.4

Children in age group : 11 to 14

Arithmetic level	% Children in specific arithmetic level	% Children in specific arithmetic level who can solve		
		None	Simple problem only	Both problems
Number recognition 10-99	16.0	48.9	17.1	30.4
Subtraction	27.1	16.5	11.4	69.8
Division	54.5	2.4	4.2	92.5

School going children attending tuition class

Std.	% Children							
	I	II	III	IV	V	VI	VII	VIII
Govt. school	11.0	16.4	17.0	18.6	20.8	17.3	24.6	13.5
Pvt. school	24.8	29.0	33.1	31.5	37.6	31.7	36.7	28.5



School Observations: Schools visited - Primary (Std 1-4/5): 365; Primary+Upper-primary (Std 1-8): 214

Teacher attendance	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
% teachers attending (average)	80.6	80.0	86.3	84.3
% schools with no teacher present	2.1	0.6	0.0	0.0
% schools with all teachers present	50.3	30.9	59.5	33.2

Children's attendance	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
% enrolled children attending (average)	80.4	77.6	75.8	76.9
% schools with less than 50% enrolled children attending	5.2	1.8	4.7	2.8
% schools with 75% and more enrolled children attending	65.1	64.7	58.1	61.0

Pupil teacher ratio (median)	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
Based on children enrolled & teachers appointed	29.8	26.9	30.5	23.0
Based on children & teachers present	27.0	25.6	26.4	20.8

School grants and teacher grants	2006		2007*	
	Std. 2	Std. 4	Std. 2	Std. 4
	% Schools			
Teacher received TLM grant	91.0	89.3	36.5	38.1
School received school maintenance grant	91.9		33.8	

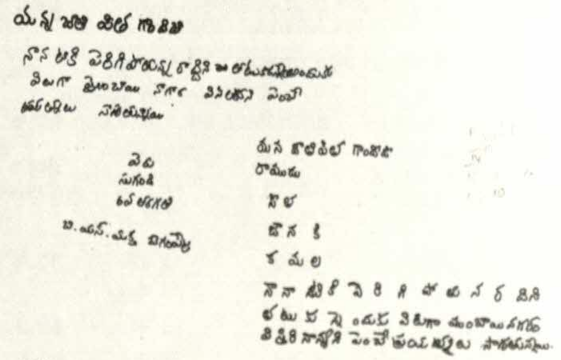
Water/toilet and midday meal	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
	% Schools			
Schools with no water provision	33.5	22.4	19.7	19.0
Schools with water provision but water not available	9.8	5.7	10.1	8.5
Schools with water provision and water available	56.7	71.8	70.2	72.5
Schools with no toilet provision	32.6	20.1	26.4	16.4
Schools with toilet provision but not being used	21.2	25.9	21.1	18.8
Schools with toilet provision and use	46.1	54.0	52.5	64.8
Schools with midday meal being served on that day	99.5	98.3	98.3	98.6

Multigrade classes	2007	
	Std. 1-4/5	Std. 1-8
Schools in which...	% Schools	
Std II class sits with another class	54.4	48.6
Std IV class sits with another class	46.9	34.6

Over 90% classes that were visited have blackboards. In over 90% of these classes, most children have textbooks, notebooks and pen or pencil.

Please note that while 2005 data was collected during ASER 2005, 2006 data reported in the Grants table was collected in ASER 2007 by asking for last year's grant information to the respondent.

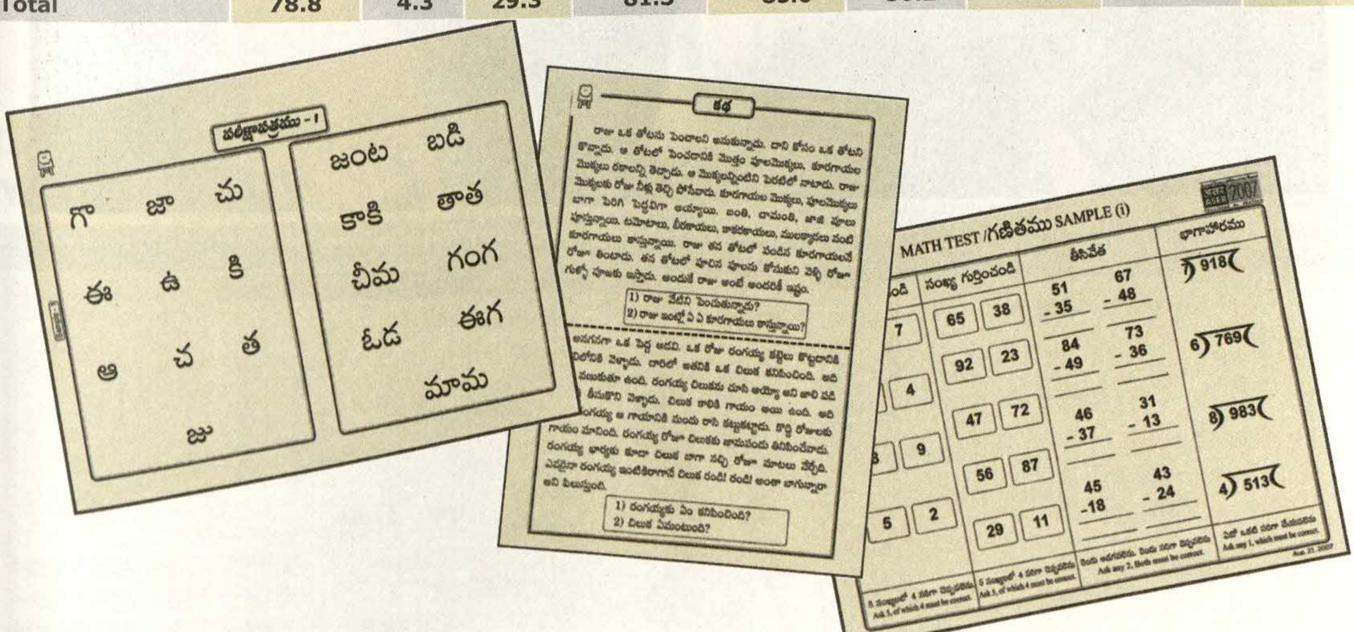
Note: ASER 2007 survey was carried out in October and November 2007. One govt. school with primary grades was visited in the sampled village. If there was more than one govt. school with primary grades, then the school with the highest enrollment was visited. Hence the schools visited in the survey do not represent a random sample from the district. The school visits were generally done either on a Saturday or a Monday.



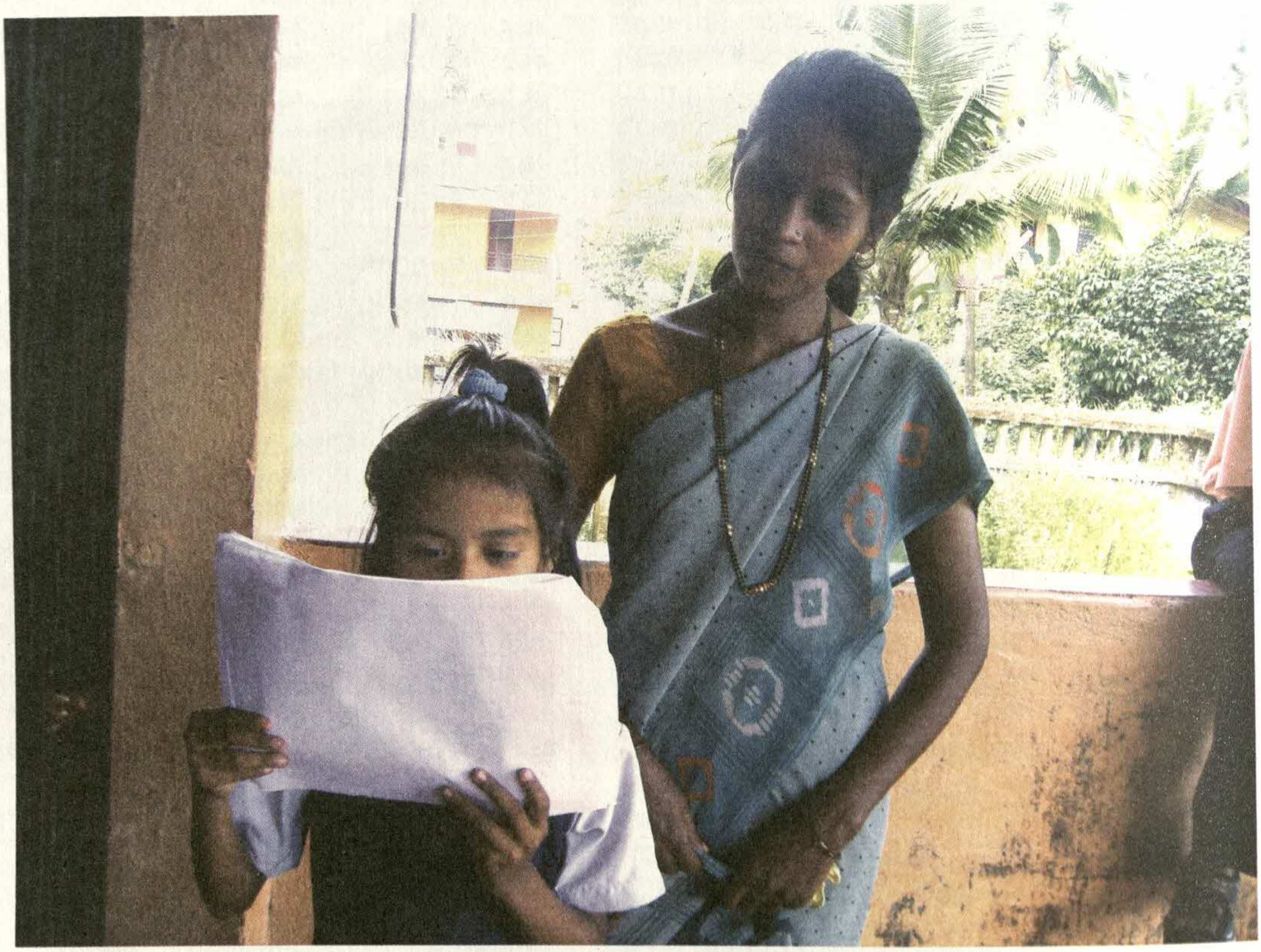
*Grants for 2007 may be lower than 2006 since the survey was conducted in the middle of the year.

Performance of districts

District	Pre- school	Out of school	Private school	Std 1-2 : Learning levels			Std 3-5 : Learning levels		
	% Children (Age 3-4) in **Anganwadi** or **other pre-school**	% Children (Age 6-14) **Out of school**	% Children (Age 6-14) in **Private school**	% Children (Std 1-2) who **CAN READ** letters, words or more in **OWN LANGUAGE**	% Children (Std 1-2) who **CAN RECOGNIZE NUMBERS** (1-9) or more	% Children (Std 1-2) who **CAN READ** letters or more in **ENGLISH**	% Children (Std 3-5) who **CAN READ** Level 1 (Std 1) text or more in **OWN LANGUAGE**	% Children (Std 3-5) who **CAN SUBTRACT** or do more	% Children (Std 3-5) who **CAN READ** sentences in **ENGLISH**
Adilabad	61.7	6.2	26.2	75.0	80.2	46.1	59.4	47.1	16.8
Nizamabad	84.3	1.9	27.6	79.9	80.4	52.1	74.6	66.9	18.4
Karimnagar*		1.5	57.1	82.3	81.9	70.8	79.2	55.6	19.9
Medak	83.2	4.1	24.8	75.6	81.3	39.3	65.3	55.1	9.2
Rangareddy	71.9	2.6	36.4	76.3	88.7	63.4	55.9	53.4	20.2
Mahbubnagar	66.4	5.7	25.3	72.1	78.7	46.4	70.3	55.3	20.7
Nalgonda*		3.1	27.6	80.7	83.5	53.3	72.3	61.4	16.0
Warangal*		3.1	46.6	81.0	83.9	71.7	62.8	62.0	30.1
Khammam	75.9	4.7	28.7	84.4	84.4	62.2	70.5	53.3	11.0
Srikakulam	70.0	3.2	18.1	81.9	84.6	57.4	81.9	78.4	24.1
Vizianagaram	92.9	4.7	19.9	87.1	92.7	51.1	83.0	77.0	18.7
Visakhatnam	89.6	3.5	18.6	73.6	74.9	49.4	65.0	53.4	18.6
East Godavari	89.6	3.2	26.9	80.9	86.7	53.4	76.7	58.8	21.7
West Godavari	68.3	7.1	31.9	86.3	94.5	67.0	71.4	58.1	26.7
Krishna	83.6	2.8	28.0	84.7	92.8	68.2	85.9	67.6	33.8
Guntur	82.0	5.4	34.9	83.9	87.9	53.2	83.9	70.4	26.9
Prakasam	75.3	4.9	24.3	84.1	88.4	63.1	74.5	77.7	21.3
Nellore	83.2	4.4	24.1	82.0	84.8	42.5	79.8	70.7	13.2
Cuddapah	80.5	3.8	37.5	91.6	93.5	59.3	85.6	81.4	15.9
Kurnool	64.2	9.0	26.4	77.8	83.8	49.3	70.3	63.2	23.8
Anantapur	85.5	6.0	21.0	77.9	82.6	54.6	67.6	58.1	19.4
Chittoor	81.6	1.9	26.4	94.6	96.8	65.1	84.4	85.2	48.8
Total	**78.8**	**4.3**	**29.3**	**81.3**	**85.6**	**56.2**	**74.7**	**64.3**	**21.9**



* Blank cells indicate insufficient data.



GOA RURAL

All analysis based on data from 2 out of 2 districts

Enrollment

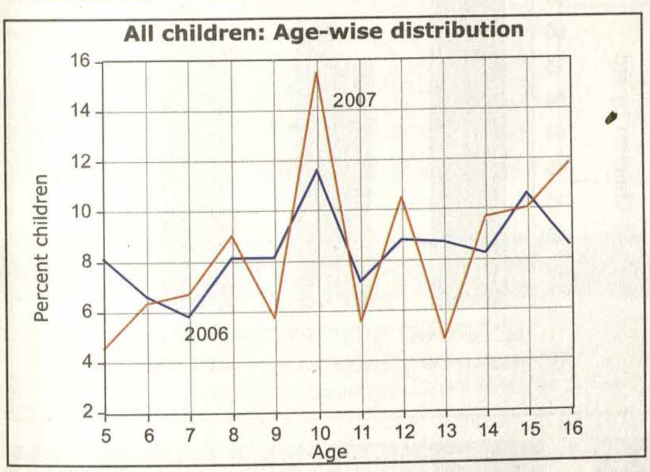
School enrollment and out of school children 2006 vs. 2007

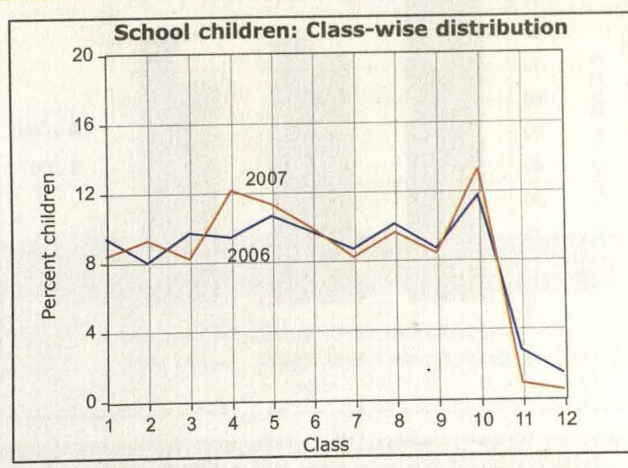
	2006					2007				
	% Children in each age group in different types of schools			% Out of school		% Children in each age group in different types of schools			% Out of school	
	Govt.	Pvt.	Other (Madarsa + EGS)	Not in School	Total	Govt.	Pvt.	Other (Madarsa + EGS)	Not in School	Total
Age: 6 -14 ALL	55.0	43.0	0.4	1.6	100	62.2	37.1	0.2	0.5	100
Age: 7-16 ALL	52.9	44.6	0.9	1.6	100	59.7	39.6	0.2	0.6	100
Age: 7- 10 ALL	58.3	40.9	0.0	0.8	100	68.1	31.4	0.1	0.4	100
Age: 7-10 BOYS	61.9	37.1	0.0	1.0	100	66.3	33.4	0.0	0.3	100
Age: 7-10 GIRLS	55.0	44.4	0.0	0.6	100	70.1	29.2	0.2	0.5	100
Age: 11-14 ALL	52.2	45.0	0.9	1.9	100	53.3	45.6	0.4	0.7	100
Age: 11-14 BOYS	51.3	46.0	1.3	1.4	100	56.5	42.7	0.0	0.8	100
Age: 11-14 GIRLS	53.0	44.1	0.6	2.3	100	49.8	48.9	0.7	0.6	100
Age: 15-16 ALL	44.5	50.3	2.6	2.5	100	54.4	45.0	0.0	0.6	100
Age: 15-16 BOYS	44.3	51.1	1.9	2.7	100	51.7	47.6	0.0	0.7	100
Age: 15-16 GIRLS	44.8	49.4	3.5	2.3	100	58.1	41.4	0.0	0.5	100

Note: "Not in school" includes children who have never gone to school or have dropped out.

Age and Class

Age-wise and class-wise distribution of children in sample





Young Children

In pre-school (Balwadi/Anganwadi) or in school 2006 vs. 2007

	2006						2007					
	% Children						% Children					
	In balwadi or anganwadi	In School			Not going anywhere	Total	In balwadi or anganwadi	In School			Not going anywhere	Total
		Govt.	Pvt.	Other School				Govt.	Pvt.	Other School		
Age: 3 ALL	88.2				11.8	100	89.8				10.2	100
Age: 4 ALL	93.5				6.5	100	94.5				5.5	100
Age: 5 ALL	88.9	4.9	1.2	0.0	4.9	100	68.7	21.1	7.2	0.0	3.1	100
Age: 6 ALL	3.0	49.6	41.3	0.0	6.1	100	9.3	65.5	25.2	0.0	0.0	100

Learning Level

Reading level: % Children who can read

Std.	Nothing	Letter	Word	Level 1 (Std 1) Text	Level 2 (Std 2 text)	Total
I	4.5	23.6	40.8	22.7	8.3	100
II	3.5	15.2	21.6	29.8	29.8	100
III	0.0	6.0	15.5	19.2	59.3	100
IV	0.6	2.8	9.8	24.9	62.0	100
V	0.6	1.1	7.2	9.1	82.1	100
VI	0.0	0.7	6.6	22.0	70.6	100
VII	0.6	0.0	2.1	11.9	85.4	100
VIII	0.5	0.0	3.8	10.3	85.4	100
Total	1.2	5.8	13.0	18.9	61.1	100

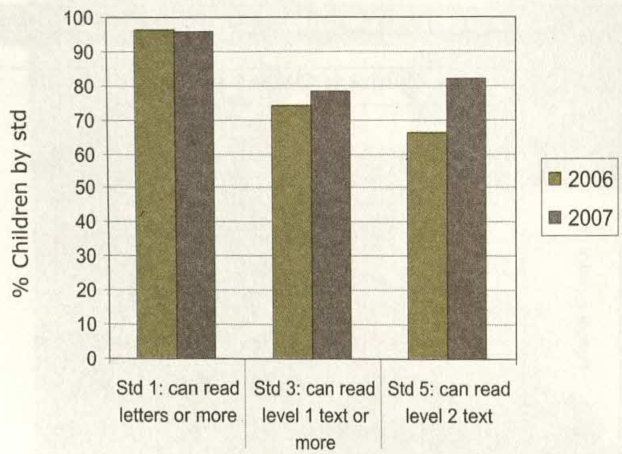
Arithmetic level: % Children who can

Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	10-99			
I	7.8	34.5	42.5	8.3	6.9	100
II	5.8	17.7	37.5	27.7	11.3	100
III	0.6	9.7	13.6	42.1	34.1	100
IV	0.6	4.5	6.8	32.6	55.6	100
V	0.6	3.4	6.1	16.1	73.8	100
VI	0.0	0.7	4.7	23.0	71.6	100
VII	0.9	0.9	3.2	13.1	81.9	100
VIII	0.0	0.5	3.7	14.3	81.5	100
Total	1.9	8.4	14.0	22.4	53.3	100

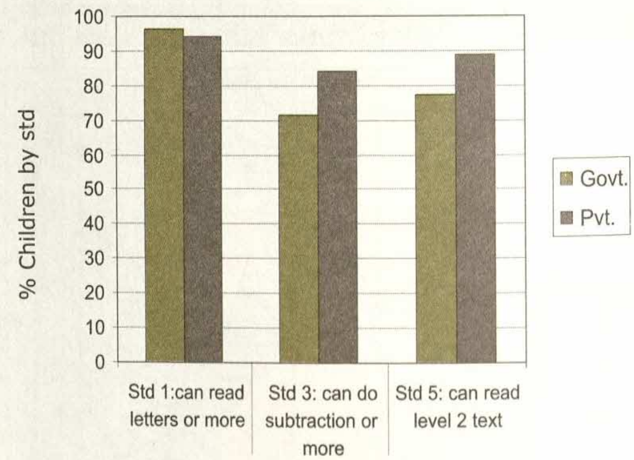
Only subtraction and division data comparable with previous ASER.

Comparisons

ASER 2006 & 2007 : Reading Levels - All Schools



ASER 2007 : Govt. vs Pvt. Schools



English reading level: % Children who

Std.	Cannot read capital letters	Can read capital letters	Can read small letters	Can read simple words	Can read easy sentences	Total
I	29.4	20.1	18.6	23.8	8.2	100
II	12.1	28.3	16.7	23.5	19.4	100
III	7.3	12.2	11.0	32.5	37.0	100
IV	2.8	6.8	5.5	32.1	52.7	100
V	2.3	5.3	6.6	14.4	71.4	100
VI	2.4	2.4	8.7	13.5	73.0	100
VII	1.7	4.6	1.4	7.8	84.4	100
VIII	2.2	2.5	4.5	9.2	81.6	100
Total	7.0	9.9	8.9	19.7	54.6	100

English comprehension

Std.	Of those who can read words, % who can tell meaning of the words	Of those who can read sentences, % who can tell meaning of sentences
I	68.3	92.9
II	62.2	89.6
III	66.9	96.1
IV	77.3	97.7
V	79.5	96.2
VI	71.5	94.4
VII	72.1	97.3
VIII	83.7	96.0
Total	71.9	95.9

Comprehension & Problem solving

Ability of children by reading level to read and answer orally

Children in age group : 6 to 10

Reading level	% Children in specific reading level	% at each level who can orally answer questions	
		based on Std 1 level text only	based on Std 2 level text
Word	18.3	6.6	4.3
Std 1 level text	21.3	85.7	16.0
Std 2 level text	49.3	98.3	95.3

Children in age group : 11 to 14

Reading level	% Children in specific reading level	% at each level who can orally answer questions	
		based on Std 1 level text only	based on Std 2 level text
Word	5.4	39.1	35.1
Std 1 level text	15.4	81.1	40.5
Std 2 level text	78.2	98.6	97.3

Ability of children by age to listen to a subtraction problem and answer

In-school children

Age group	% Children who can solve		
	None	Simple problem only	Both problems
6 to 8	49.9	5.1	45.0
9 to 10	14.5	2.9	82.3
11 to 14	6.4	3.9	89.5

Children not in-school

Age group	% Children who can solve		
	None	Simple problem only	Both problems
6 to 8	100.0	0.0	0.0
9 to 10	100.0	0.0	0.0
11 to 14	0.0	0.0	100.0

सैरु भैरु आमचे गुणांचे बैल.
आसत ते धवे - काळे.
दिसातात सामके जुवळे - जुवळे.
तशेच सामके हुळेहुळे.

प्रश्न १) सैरु भैरु कसे आसत ?
प्रश्न २) ते कसे दिसतात ?

एका तळ्यात एक बदल रावताले. त्या बदकाचे एक पिल आशिल्ले. पिल सदांच आपले आवय वांगडा उमेदिन पेंवताले. तणार लोळून पाकां सुक्यताले. एक दिवस थंयसर एक मांजर आयले. मांजरान पिलांक लेळरासतना पळेंले. मांजराच्या तोंडाक उदक सुटले. मांजर आऽऽऽ करून पिलाकडे पळताले. आता मांजर पिलाचेर झडप घालपाचें इतल्यान बदकाचे लक्ष मांजराकडे गेले. बदक खुबूच भिरांत दिसले. तरी पूण ते मांजराचेर धावण गेले.

प्रश्न ३) तळ्यात कोण रवताले ?
प्रश्न ४) माजरांन किते पळयले ?

Ability of children by arithmetic level to listen to a subtraction problem and answer

Children in age group : 6 to 10

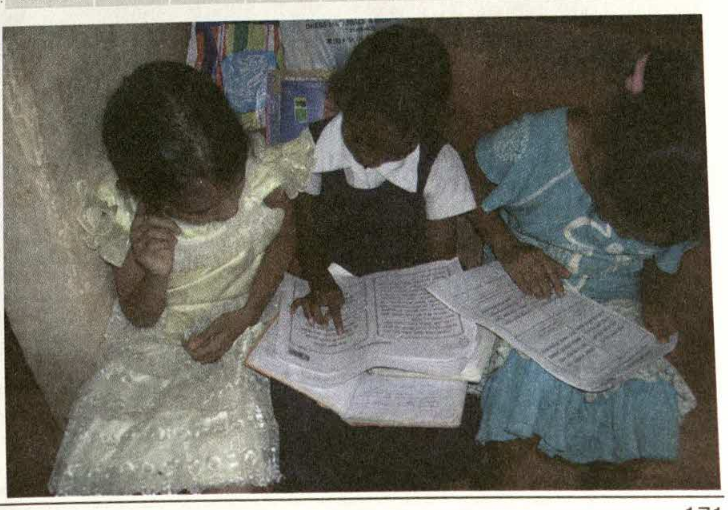
Arithmetic level	% Children in specific arithmetic level	% Children in specific arithmetic level who can solve		
		None	Simple problem only	Both problems
Number recognition 10-99	20.5	66.7	7.9	25.4
Subtraction	25.6	14.2	6.0	79.7
Division	37.2	2.5	1.9	95.2

Children in age group : 11 to 14

Arithmetic level	% Children in specific arithmetic level	% Children in specific arithmetic level who can solve		
		None	Simple problem only	Both problems
Number recognition 10-99	4.8	50.0	16.7	33.3
Subtraction	17.1	14.0	12.6	73.4
Division	76.6	1.5	1.2	97.1

School going children attending tuition class

Std.	I	II	III	IV	V	VI	VII	VIII
	% Children							
Govt. school	23.3	40.1	37.1	44.9	31.8	37.1	42.1	54.5
Pvt. school	37.6	42.7	51.1	44.1	55.3	51.7	51.6	66.3



School Observations: Schools visited - Primary (Std 1-4/5): 13; Primary+Upper-primary (Std 1-8): 30

Teacher attendance	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
% teachers attending (average)	98.4	90.6	95.8	97.7
% schools with no teacher present	0.0	0.0	0.0	0.0
% schools with all teachers present	95.2	57.1	87.5	92.3

Children's attendance	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
% enrolled children attending (average)	89.1	89.9	95.5	93.3
% schools with less than 50% enrolled children attending	0.0	0.0	0.0	0.0
% schools with 75% and more enrolled children attending	95.5	100.0	100.0	100.0

Pupil teacher ratio (median)	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
Based on children enrolled & teachers appointed	24.0	19.2	31.3	28.4
Based on children & teachers present	21.0	18.8	31.3	26.5

School grants and teacher grants	2006		2007*	
	Std. 2	Std. 4	Std. 2	Std. 4
	% Schools			
Teacher received TLM grant	95.4	100.0	87.8	87.8
School received school maintenance grant	97.6		92.3	

Water/toilet and midday meal	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
	% Schools			
Schools with no water provision	9.1	0.0	7.7	0.0
Schools with water provision but water not available	0.0	6.7	0.0	0.0
Schools with water provision and water available	90.9	93.3	92.3	100.0
Schools with no toilet provision	27.3	6.7	15.4	3.3
Schools with toilet provision but not being used	40.9	46.7	0.0	0.0
Schools with toilet provision and use	31.8	46.7	84.6	96.7
Schools with midday meal being served on that day	50.0	42.9	84.6	96.7

Multigrade classes	2007	
	Std. 1-4/5	Std. 1-8
Schools in which...	% Schools	
Std II class sits with another class	61.5	76.7
Std IV class sits with another class	61.5	72.4

Close to 90% classes that were visited have blackboards. In about 90% of these classes, most children have textbooks, notebooks and pen or pencil.

Please note that while 2005 data was collected during ASER 2005, 2006 data reported in the Grants table was collected in ASER 2007 by asking for last year's grant information to the respondent.

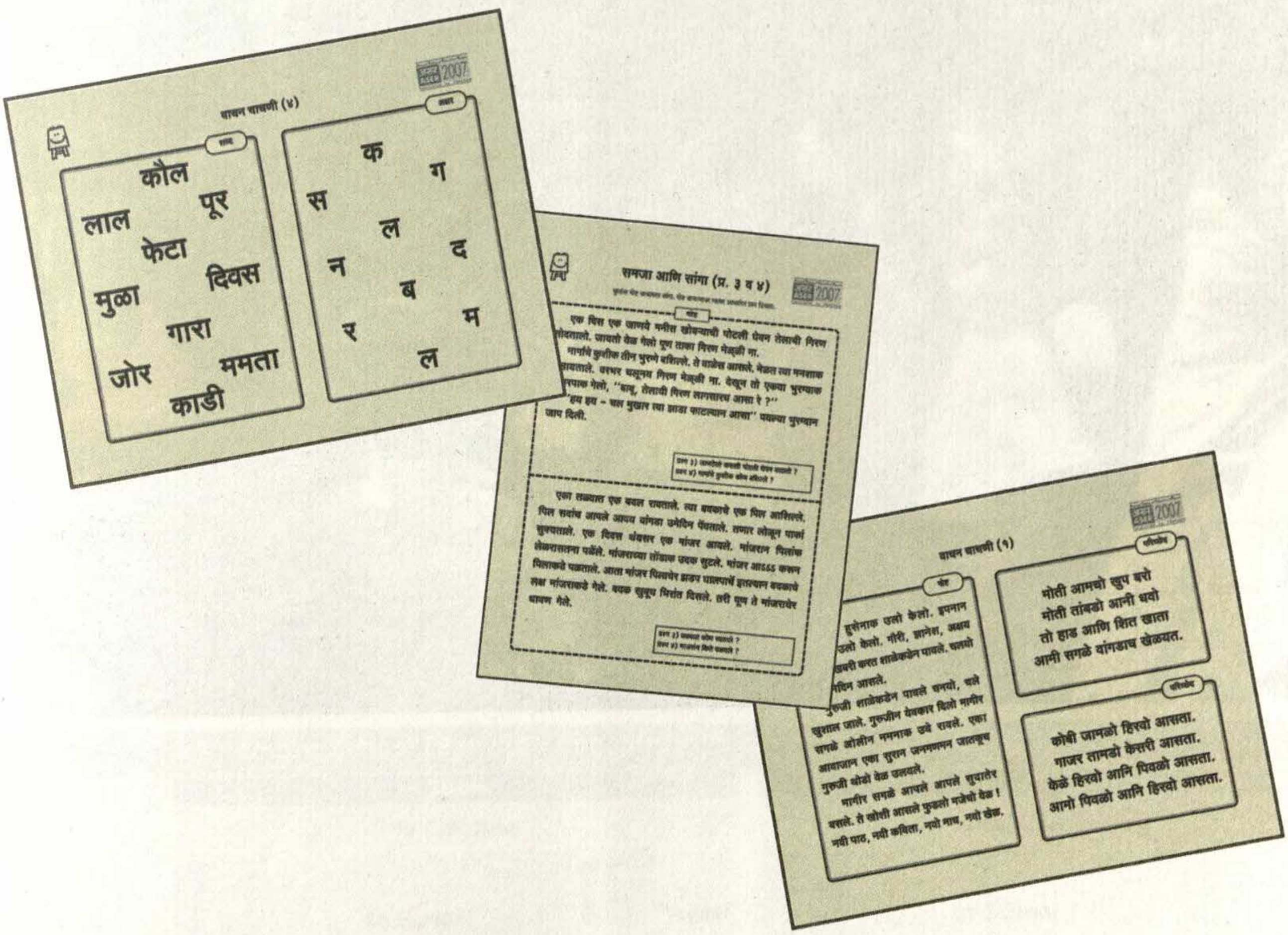
Note: ASER 2007 survey was carried out in October and November 2007. One govt. school with primary grades was visited in the sampled village. If there was more than one govt. school with primary grades, then the school with the highest enrollment was visited. Hence the schools visited in the survey do not represent a random sample from the district. The school visits were generally done either on a Saturday or a Monday.

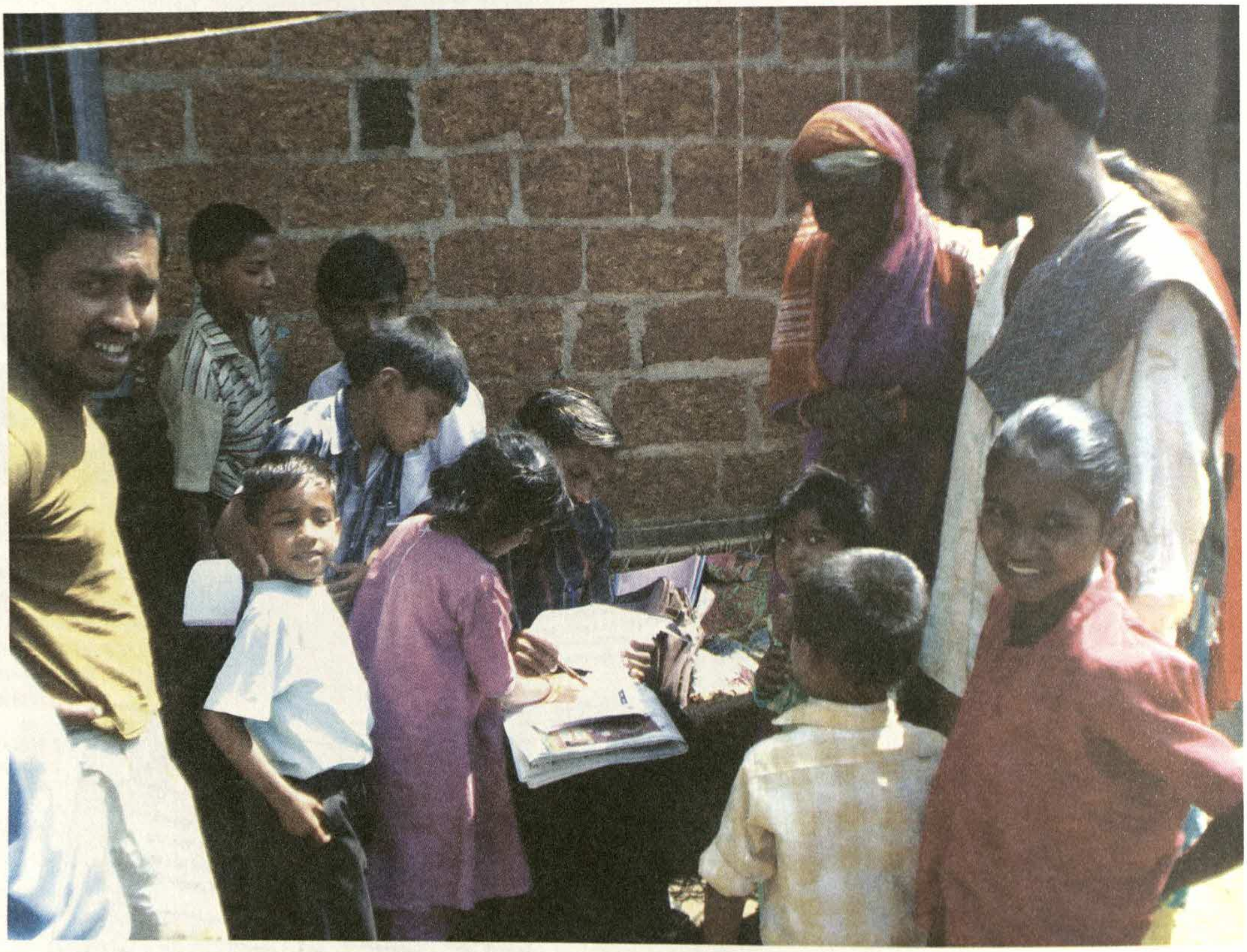


*Grants for 2007 may be lower than 2006 since the survey was conducted in the middle of the year.

Performance of districts

District	Pre- school	Out of school	Private school	Std 1-2 : Learning levels			Std 3-5 : Learning levels		
	% Children (Age 3-4) in **Anganwadi** or **other pre-school**	% Children (Age 6-14) **Out of school**	% Children (Age 6-14) in **Private school**	% Children (Std 1-2) who **CAN READ** letters, words or more in **OWN LANGUAGE**	% Children (Std 1-2) who **CAN RECOGNIZE NUMBERS** (1-9) or more	% Children (Std 1-2) who **CAN READ** letters or more in **ENGLISH**	% Children (Std 3-5) who **CAN READ** Level 1 (Std 1) text or more in **OWN LANGUAGE**	% Children (Std 3-5) who **CAN SUBTRACT** or do more	% Children (Std 3-5) who **CAN READ** sentences in **ENGLISH**
North Goa	91.0	0.2	28.1	94.6	91.2	79.9	81.2	80.2	46.1
South Goa	94.6	1.0	49.6	98.1	96.2	79.9	92.4	92.4	66.9
Total	**92.8**	**0.5**	**37.1**	**96.1**	**93.2**	**79.9**	**86.2**	**85.7**	**55.3**





KARNATAKA RURAL

All analysis based on data from 27 out of 27 districts

Enrollment

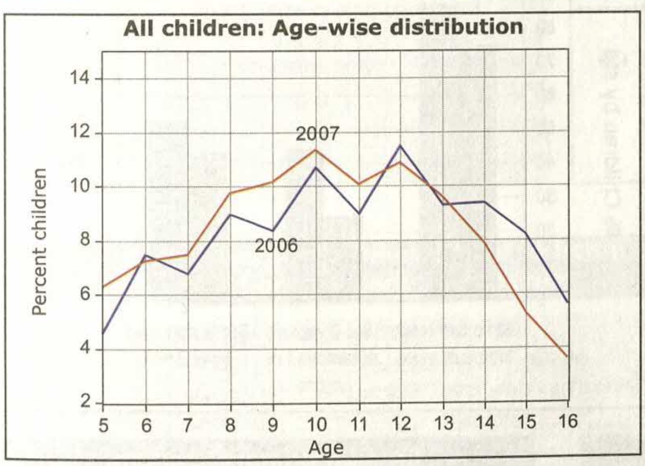
School enrollment and out of school children 2006 vs. 2007

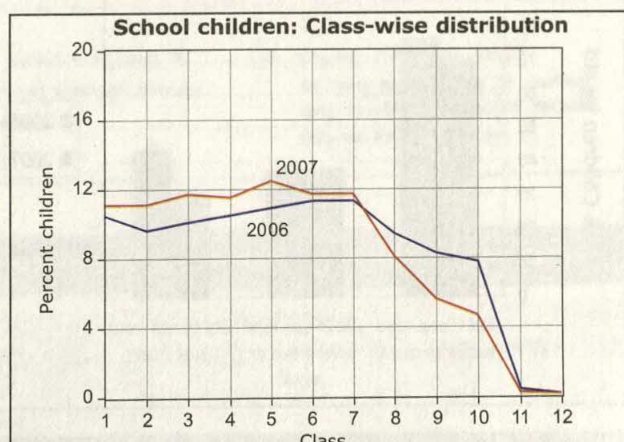
	2006					2007				
	% Children in each age group in different types of schools			% Out of school		% Children in each age group in different types of schools			% Out of school	
	Govt.	Pvt.	Other (Madarsa + EGS)	Not in School	Total	Govt.	Pvt.	Other (Madarsa + EGS)	Not in School	Total
Age: 6 -14 ALL	78.7	16.0	0.4	4.9	100	84.6	11.6	0.4	3.5	100
Age: 7-16 ALL	75.9	16.6	0.3	7.2	100	82.0	12.5	0.4	5.1	100
Age: 7- 10 ALL	81.9	14.6	0.5	3.0	100	87.0	10.8	0.4	1.8	100
Age: 7-10 BOYS	81.5	15.8	0.3	2.4	100	86.1	12.3	0.2	1.4	100
Age: 7-10 GIRLS	82.4	13.4	0.6	3.6	100	87.9	9.2	0.6	2.2	100
Age: 11-14 ALL	76.2	16.5	0.3	7.1	100	82.4	11.9	0.3	5.5	100
Age: 11-14 BOYS	76.8	16.9	0.3	6.1	100	82.3	12.8	0.2	4.7	100
Age: 11-14 GIRLS	75.6	16.1	0.3	8.0	100	82.4	11.1	0.3	6.2	100
Age: 15-16 ALL	59.8	22.1	0.1	18.1	100	59.1	22.7	0.6	17.6	100
Age: 15-16 BOYS	59.1	21.9	0.0	19.0	100	57.9	23.9	0.4	17.8	100
Age: 15-16 GIRLS	60.4	22.2	0.1	17.4	100	60.4	21.4	0.7	17.4	100

Note: "Not in school" includes children who have never gone to school or have dropped out.

Age and Class

Age-wise and class-wise distribution of children in sample





Young Children

In pre-school (Balwadi/Anganwadi) or in school 2006 vs. 2007

	2006						2007					
	% Children						% Children					
	In balwadi or anganwadi	In School			Not going anywhere	Total	In balwadi or anganwadi	In School			Not going anywhere	Total
		Govt.	Pvt.	Other School				Govt.	Pvt.	Other School		
Age: 3 ALL	76.1				23.9	100	86.4				13.6	100
Age: 4 ALL	91.0				9.0	100	95.8				4.2	100
Age: 5 ALL	76.8	9.6	5.7	0.9	7.0	100	85.6	8.5	2.8	0.0	3.2	100
Age: 6 ALL	10.4	68.2	18.3	0.5	2.7	100	11.1	74.0	12.6	0.5	1.9	100

Learning Level

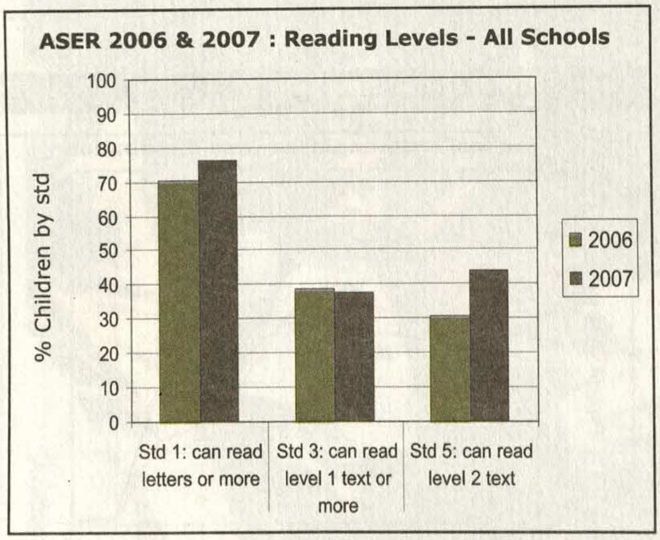
Std.	Nothing	Letter	Word	Level 1 (Std 1) Text	Level 2 (Std 2 text)	Total
	Reading level: % Children who can read					
I	23.7	55.7	16.0	2.5	2.2	100
II	9.4	34.9	36.7	11.9	7.2	100
III	5.3	18.2	39.0	22.2	15.4	100
IV	4.2	10.2	25.6	32.8	27.2	100
V	2.8	6.2	18.0	29.1	44.0	100
VI	1.8	4.4	11.9	25.8	56.0	100
VII	1.5	2.7	7.8	18.7	69.4	100
VIII	0.9	2.3	4.6	14.9	77.2	100
Total	6.2	16.9	20.4	20.2	36.2	100

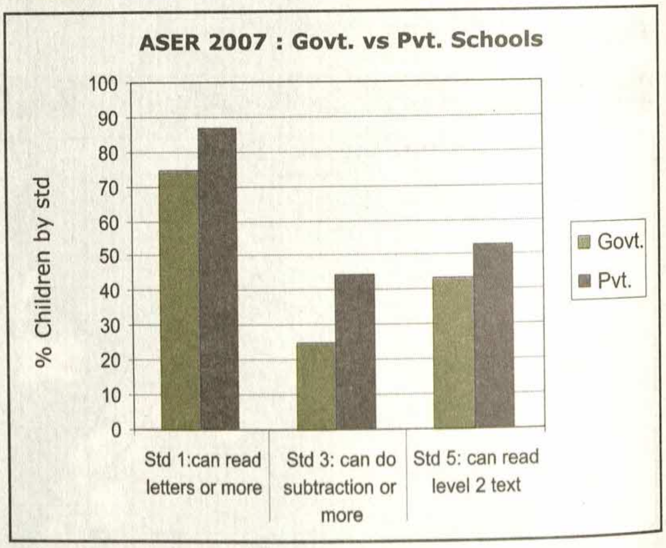
Arithmetic level: % Children who can

Std.	Nothing	Recognize Numbers 1-9	Recognize Numbers 10-99	Subtract	Divide	Total
I	26.0	45.6	25.1	2.5	0.8	100
II	9.9	28.7	50.5	9.6	1.3	100
III	5.6	15.8	52.1	23.3	3.3	100
IV	3.8	8.9	41.4	36.8	9.2	100
V	2.3	5.2	32.4	40.5	19.7	100
VI	1.4	3.4	25.7	37.8	31.6	100
VII	1.5	2.8	18.4	32.7	44.7	100
VIII	0.6	1.7	17.9	27.9	51.9	100
Total	6.4	14.1	33.4	26.7	19.3	100

Only subtraction and division data comparable with previous ASER.

Comparisons





English reading level: % Children who

Std.	Cannot read capital letters	Can read capital letters	Can read small letters	Can read simple words	Can read easy sentences	Total
I	66.8	22.8	7.1	2.2	1.2	100
II	51.2	28.6	13.0	5.4	1.9	100
III	37.5	32.1	20.1	7.6	2.8	100
IV	26.5	30.0	23.8	14.4	5.2	100
V	13.2	20.2	24.3	28.5	13.8	100
VI	8.4	14.7	19.6	28.6	28.7	100
VII	6.1	9.8	12.4	25.3	46.3	100
VIII	4.2	6.4	12.8	19.4	57.3	100
Total	27.1	21.1	16.9	16.6	18.4	100

English comprehension

Std.	Of those who can read words, % who can tell meaning of the words	Of those who can read sentences, % who can tell meaning of sentences
I	49.0	60.0
II	55.6	52.2
III	63.5	66.9
IV	63.8	73.6
V	70.1	82.0
VI	71.3	81.5
VII	75.5	84.6
VIII	74.1	88.5
Total	69.9	83.4

Comprehension & Problem solving

Ability of children by reading level to read and answer orally

Children in age group : 6 to 10

Reading level	% Children in specific reading level	% at each level who can orally answer questions	
		based on Std 1 level text only	based on Std 2 level text
Word	28.4	12.0	8.5
Std 1 level text	19.1	74.3	29.8
Std 2 level text	16.7	87.9	81.3

Children in age group : 11 to 14

Reading level	% Children in specific reading level	% at each level who can orally answer questions	
		based on Std 1 level text only	based on Std 2 level text
Word	10.6	23.2	16.6
Std 1 level text	22.0	78.0	35.7
Std 2 level text	61.8	93.4	89.3

Ability of children by age to listen to a subtraction problem and answer

In-school children

Age group	% Children who can solve		
	None	Simple problem only	Both problems
6 to 8	72.2	7.7	17.9
9 to 10	40.7	11.1	45.2
11 to 14	16.9	9.4	71.2

Children not in-school

Age group	% Children who can solve		
	None	Simple problem only	Both problems
6 to 8	91.3	0.8	6.9
9 to 10	85.5	3.2	9.8
11 to 14	57.9	7.4	30.7

ಊರ ಶಾಲೆ ತುಂಬಾ ಸುಂದರವಾಗಿದೆ. ಶಾಲೆಯ ಮುಂದೆ ಸುಂದರ ಹೂದೋಟವಿದೆ. ತೋಟದ ಗಿಡಗಳಿಗೆ ನಾವು ದಿನ ನೀರು ಹಾಕುತ್ತೇವೆ. ಅಲ್ಲಿ ಅನೇಕ ಬಗೆ ಹೂಗಳಿವೆ.

ಪ್ರ - 1 ಶಾಲೆಯ ಮುಂದೆ ಏನಿದೆ?
ಪ್ರ - 2 ತೋಟದಲ್ಲಿ ಏನಿದೆ?

ಒಂದು ಊರಿನಲ್ಲಿ ಸುಂದರವಾದ ಕೆರೆ ಇತ್ತು. ಅದು ತಾವರೆಯಿಂದ ತುಂಬಿತ್ತು. ಆ ಕೆರೆಗೆ ಮೂರು ಹಂಸಗಳು ಬಂದವು. ಕೆರೆಯ ಮೀನುಗಳಿಗೆ ಹಂಸಗಳನ್ನು ಕಂಡು ಬಹಳ ಭಯವಾಯ್ತು. ಮೀನುಗಳು ಕೂಡಿ ಹಂಸಗಳನ್ನು ಭೇಟಿಮಾಡಿದವು. ನಮ್ಮ ಕೆರೆಗೆ ಬರಬೇಡಿ ಎಂದು ಕೇಳಿಕೊಂಡವು. ಹಾಗಾದರೆ ನಾವು ಎಲ್ಲಿಗೆ ಹೋಗೋಣ ಎಂದು ಹಂಸಗಳು ಕೇಳಿದವು. ಮುಂದೆ ಒಂದು ದೊಡ್ಡ ಕೆರೆ ಇದೆ, ದಯಮಾಡಿ ಅಲ್ಲಿಗೆ ಹೋಗಿರಿ ಎಂದು ಮೀನುಗಳು ಹೇಳಿದವು. ಅವು ಮೀನುಗಳ ದುಃಖದ ಮಾತು ಕೇಳಿದವು. ಹಂಸಗಳು ಅವುಗಳ ಕೆರೆಗೆ ಇಳಿಯದೇ ದೊಡ್ಡ ಕೆರೆಗೆ ಹಾರಿ ಹೋದವು.

ಪ್ರ - 3 ಮೀನುಗಳು ಯಾರನ್ನು ಭೇಟಿಯಾದವು?
ಪ್ರ - 4 ಕೆರೆಗೆ ಎಷ್ಟು ಹಂಸಗಳು ಬಂದವು?

(1) ನಿಮ್ಮ ಹತ್ತಿರ 50 ರೂಗಳಿವೆ. ಅದರಲ್ಲಿ ನೀವು 35 ರೂಗಳಿಗೆ ಒಂದು ಪೆನ್ನನ್ನು ಖರೀದಿಸಿದ್ದಿರಿ. ಹಾಗಾದರೆ ನಿಮ್ಮಲ್ಲಿ ಉಳಿದಿರುವ ಹಣವೆಷ್ಟು?

(2) ನಿಮ್ಮ ಅಪ್ಪ ದೀಪಾವಳಿಯ ದಿನ 50 ರೂ ಗಳನ್ನು ಕೊಟ್ಟರು. ಅದರಲ್ಲಿ 28 ರೂಗಳನ್ನು ಕೊಟ್ಟು ಪಟಾಕೆಯನ್ನು ಖರೀದಿಸಿದ್ದೀರಿ. ಹಾಗಾದರೆ ನಿಮ್ಮ ಬಳಿ ಉಳಿದಿರುವ ಹಣವೆಷ್ಟು?

Ability of children by arithmetic level to listen to a subtraction problem and answer

Children in age group : 6 to 10

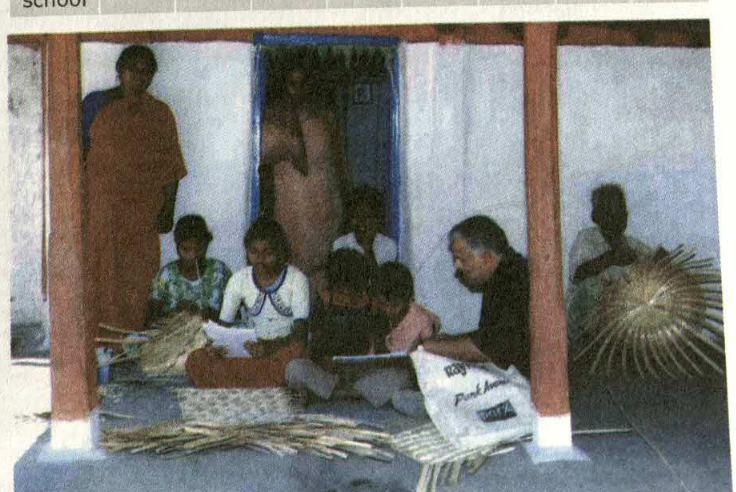
Arithmetic level	% Children in specific arithmetic level	% Children in specific arithmetic level who can solve		
		None	Simple problem only	Both problems
Number recognition 10-99	41.2	61.3	11.9	23.5
Subtraction	21.3	17.4	12.8	66.6
Division	5.4	7.8	5.3	84.7

Children in age group : 11 to 14

Arithmetic level	% Children in specific arithmetic level	% Children in specific arithmetic level who can solve		
		None	Simple problem only	Both problems
Number recognition 10-99	23.9	39.4	14.1	42.4
Subtraction	34.3	9.8	11.8	75.6
Division	37.2	2.4	4.4	91.7

School going children attending tuition class

Std.	% Children							
	I	II	III	IV	V	VI	VII	VIII
Govt. school	7.1	7.0	9.5	8.3	9.9	9.1	8.4	6.7
Pvt. school	15.6	16.7	18.7	13.4	24.2	16.5	13.7	8.8



School Observations: Schools visited - Primary (Std 1-4/5): 168; Primary+Upper-primary (Std 1-8): 585

Teacher attendance	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
% teachers attending (average)	78.8	77.8	91.6	85.1
% schools with no teacher present	2.2	1.1	0.6	0.6
% schools with all teachers present	57.0	24.6	76.1	42.9

Children's attendance	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
% enrolled children attending (average)	83.5	77.0	78.3	75.0
% schools with less than 50% enrolled children attending	4.3	10.3	10.1	16.7
% schools with 75% and more enrolled children attending	77.4	62.6	66.1	64.3

Pupil teacher ratio (median)	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
Based on children enrolled & teachers appointed	22.0	33.6	23.5	31.6
Based on children & teachers present	23.3	32.6	19.8	26.2

School grants and teacher grants	2006		2007*	
	Std. 2	Std. 4	Std. 2	Std. 4
	% Schools			
Teacher received TLM grant	92.5	92.5	84.1	84.1
School received school maintenance grant	95.0		86.6	

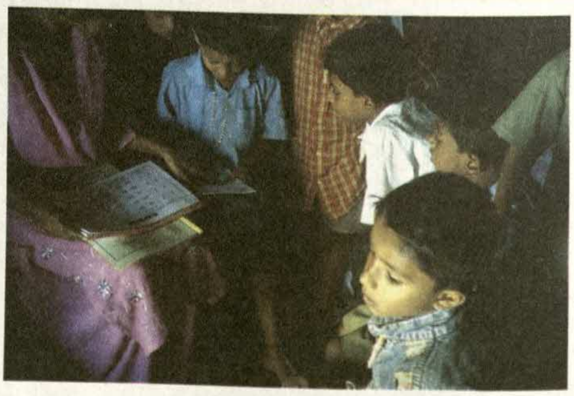
Water/toilet and midday meal	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
	% Schools			
Schools with no water provision	28.7	16.2	30.3	18.0
Schools with water provision but water not available	5.3	7.3	4.8	8.3
Schools with water provision and water available	66.0	76.5	64.8	73.7
Schools with no toilet provision	37.2	10.0	15.2	5.7
Schools with toilet provision but not being used	10.6	20.3	10.3	21.1
Schools with toilet provision and use	52.1	69.7	74.5	73.2
Schools with midday meal being served on that day	84.0	80.0	97.0	98.6

Multigrade classes	2007	
	Std. 1-4/5	Std. 1-8
Schools in which...	% Schools	
Std II class sits with another class	84.8	49.5
Std IV class sits with another class	81.1	43.0

Over 90% classes that were visited have blackboards. In over 90% of these classes, most children have textbooks, notebooks and pen or pencil.

Please note that while 2005 data was collected during ASER 2005, 2006 data reported in the Grants table was collected in ASER 2007 by asking for last year's grant information to the respondent.

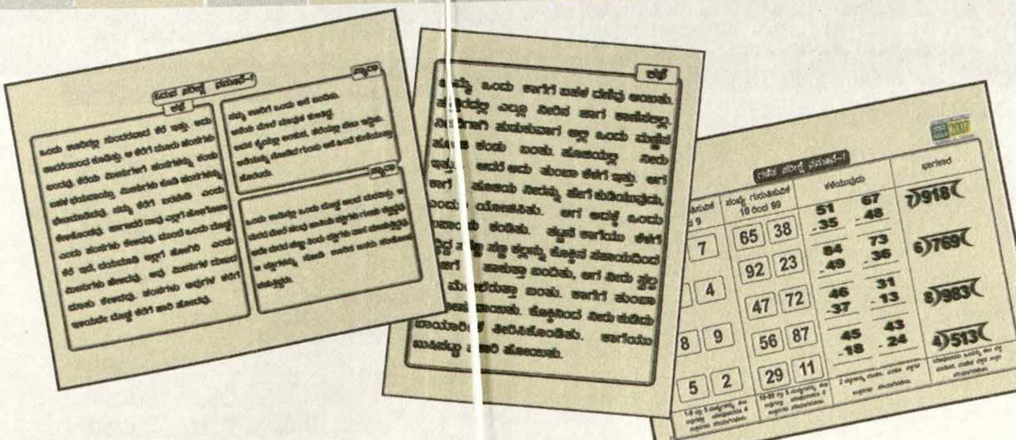
Note: ASER 2007 survey was carried out in October and November 2007. One govt. school with primary grades was visited in the sampled village. If there was more than one govt. school with primary grades, then the school with the highest enrollment was visited. Hence the schools visited in the survey do not represent a random sample from the district. The school visits were generally done either on a Saturday or a Monday.



*Grants for 2007 may be lower than 2006 since the survey was conducted in the middle of the year.

Performance of districts

District	Pre- school	Out of school	Private school	Std 1-2 : Learning levels			Std 3-5 : Learning levels		
	% Children (Age 3-4) in **Anganwadi** or **other pre-school**	% Children (Age 6-14) **Out of school**	% Children (Age 6-14) in **Private school**	% Children (Std 1-2) who **CAN READ** letters, words or more in **OWN LANGUAGE**	% Children (Std 1-2) who **CAN RECOGNIZE NUMBERS** (1-9) or more	% Children (Std 1-2) who **CAN READ** letters or more in **ENGLISH**	% Children (Std 3-5) who **CAN READ** Level 1 (Std 1) text or more in **OWN LANGUAGE**	% Children (Std 3-5) who **CAN SUBTRACT** or do more	% Children (Std 3-5) who **CAN READ** sentences in **ENGLISH**
Belgaum	100.0	2.7	15.3	85.0	90.4	36.1	57.7	44.8	4.9
Bagalkot	100.0	1.7	12.1	78.5	77.1	24.9	62.0	33.3	7.9
Bijapur	98.3	1.9	6.5	69.3	65.3	31.6	52.3	36.7	4.6
Gulbarga	91.6	9.5	7.5	78.1	70.6	32.5	43.1	32.7	6.5
Bidar	94.5	4.6	14.5	70.1	68.6	31.1	43.0	28.9	4.2
Raichur	82.6	18.7	7.2	74.3	73.4	22.0	42.4	21.0	1.3
Koppal	90.7	5.0	15.8	64.8	71.0	26.4	44.6	21.8	7.9
Gadag	92.4	2.7	8.0	75.3	76.0	43.5	52.8	27.0	3.2
Dharwad	92.4	2.0	10.0	66.3	73.7	23.7	50.4	19.7	5.4
Uttar Kannada	89.1	0.3	3.0	100.0	98.5	38.1	76.2	75.5	8.3
Haveri	96.7	3.8	6.5	81.5	75.3	40.1	51.3	21.9	0.8
Bellary	97.1	7.0	10.4	67.8	66.2	24.4	44.7	40.2	5.2
Chitradurga	95.5	1.7	8.8	91.0	82.0	52.4	53.0	49.8	10.8
Davangere	91.3	3.8	17.1	77.4	78.4	51.9	44.3	37.3	5.5
Shimoga	93.3	2.0	7.7	85.9	77.9	45.5	72.5	52.6	13.0
Udupi	92.2	1.0	40.3	99.3	98.7	70.3	93.5	89.1	22.6
Chikmagalur	62.8	3.3	6.9	99.4	95.7	51.2	63.4	56.5	5.2
Tumkur	91.2	0.6	13.7	91.2	88.8	52.0	58.2	39.7	8.5
Kolar	100.0	1.9	10.7	92.5	88.2	24.2	57.2	52.6	6.6
Bangalore	97.0	0.9	27.8	82.8	88.8	43.3	59.7	51.3	8.1
Bangalore Rural	94.2	0.4	12.7	85.1	84.0	40.0	66.9	57.5	18.2
Mandya	97.0	0.1	1.0	98.8	95.2	68.9	56.3	52.3	9.3
Hassan	95.6	2.4	8.0	96.4	94.9	49.6	78.3	59.0	5.1
Dakshin Kannada	95.6	0.9	18.4	98.9	97.7	85.1	73.9	59.4	19.3
Kodagu	100.0	1.0	18.2	93.6	90.4	52.0	70.8	55.6	3.0
Mysore	74.3	2.9	12.4	74.4	82.0	43.3	40.0	35.1	4.2
Chamaraj Nagar	100.0	2.6	8.1	89.9	90.6	38.9	65.8	58.0	2.9
Total	**91.8**	**3.5**	**11.6**	**83.5**	**82.1**	**41.0**	**57.2**	**44.5**	**7.4**





KERALA RURAL

All analysis based on data from 14 out of 14 districts

Enrollment

School enrollment and out of school children 2006 vs. 2007

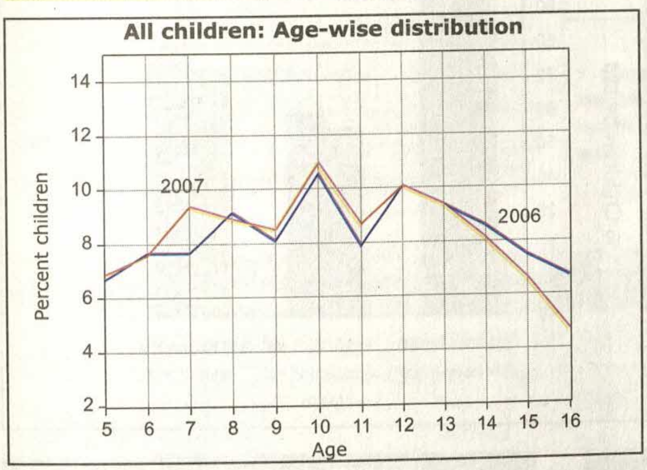
	2006					2007				
	% Children in each age group in different types of schools*			% Out of school		% Children in each age group in different types of schools*			% Out of school	
	Govt.	Pvt.	Other (Madarsa + EGS)	Not in School	Total	Govt.	Pvt.	Other (Madarsa + EGS)	Not in School	Total
Age: 6 -14 ALL	52.7	46.8	0.1	0.4	100	43.9	55.2	0.5	0.4	100
Age: 7-16 ALL	54.0	45.2	0.1	0.6	100	44.7	54.1	0.4	0.8	100
Age: 7- 10 ALL	51.0	48.6	0.1	0.3	100	43.8	55.4	0.5	0.3	100
Age: 7-10 BOYS	51.2	48.5	0.1	0.3	100	42.6	56.4	0.6	0.4	100
Age: 7-10 GIRLS	50.8	48.7	0.1	0.4	100	45.0	54.4	0.4	0.3	100
Age: 11-14 ALL	55.2	44.3	0.1	0.5	100	46.0	53.2	0.4	0.4	100
Age: 11-14 BOYS	55.8	43.7	0.1	0.4	100	46.9	52.0	0.6	0.4	100
Age: 11-14 GIRLS	54.6	44.8	0.1	0.6	100	45.1	54.3	0.2	0.4	100
Age: 15-16 ALL	58.8	39.2	0.2	1.8	100	43.6	52.5	0.3	3.6	100
Age: 15-16 BOYS	59.1	38.0	0.4	2.6	100	40.2	54.6	0.3	4.9	100
Age: 15-16 GIRLS	58.5	40.3	0.1	1.1	100	46.3	50.9	0.3	2.5	100

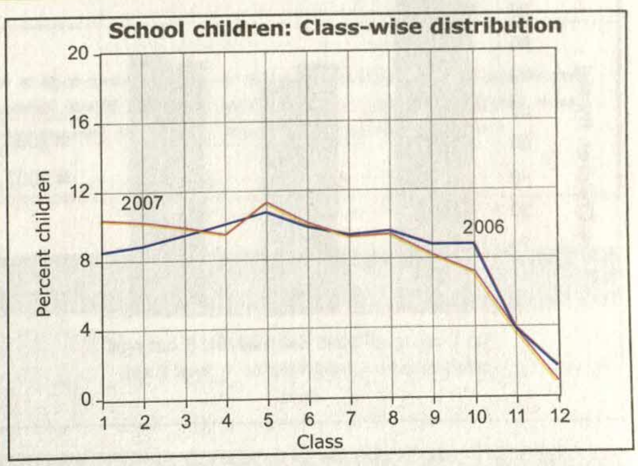
Note: "Not in school" includes children who have never gone to school or have dropped out.

*Distribution of schools between Government and Private could be ambigous because most Private schools in Rural Kerala are funded by the Government.

Age and Class

Age-wise and class-wise distribution of children in sample





Young Children

In pre-school (Balwadi/Anganwadi) or in school 2006 vs. 2007

	2006						2007					
	% Children						% Children					
	In balwadi or anganwadi	In School			Not going anywhere	Total	In balwadi or anganwadi	In School			Not going anywhere	Total
		Govt.	Pvt.	Other School				Govt.	Pvt.	Other School		
Age: 3 ALL	66.3				33.7	100	86.2				13.8	100
Age: 4 ALL	92.2				7.8	100	96.5				3.5	100
Age: 5 ALL	64.3	16.7	16.6	0.1	2.2	100	38.7	18.8	40.3	0.7	1.5	100
Age: 6 ALL	7.7	44.1	47.1	0.4	0.8	100	3.5	33.0	62.0	1.2	0.4	100

Learning Level

Reading level: % Children who can read

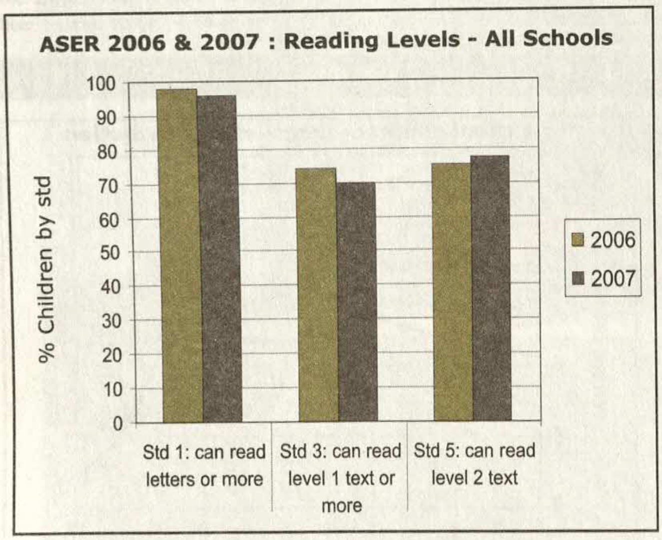
Std.	Nothing	Letter	Word	Level 1 (Std 1) Text	Level 2 (Std 2 text)	Total
I	4.4	35.7	41.4	8.1	10.4	100
II	2.3	13.4	33.4	17.5	33.4	100
III	2.6	7.9	19.9	21.0	48.6	100
IV	0.4	3.8	10.2	19.1	66.5	100
V	1.0	2.3	6.6	13.0	77.1	100
VI	1.3	1.9	3.7	12.0	81.1	100
VII	1.3	1.7	2.7	9.2	85.1	100
VIII	1.5	0.8	1.0	8.1	88.7	100
Total	1.9	8.5	15.0	13.5	61.2	100

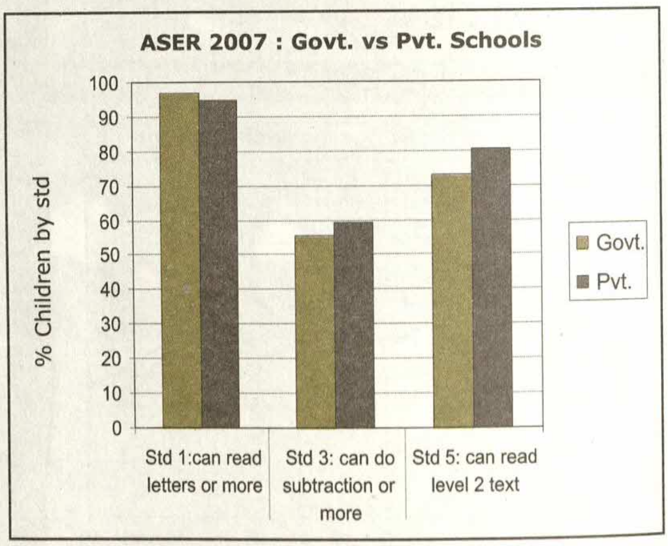
Arithmetic level: % Children who can

Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	10-99			
I	6.0	33.8	48.8	9.0	2.4	100
II	1.8	12.9	49.0	30.1	6.2	100
III	1.6	8.7	32.2	45.7	11.9	100
IV	1.3	5.1	19.4	49.1	25.0	100
V	1.1	3.7	13.0	37.9	44.3	100
VI	0.5	2.1	11.0	32.2	54.2	100
VII	0.6	2.2	8.4	25.4	63.4	100
VIII	1.0	2.0	5.2	19.0	72.8	100
Total	1.7	8.7	23.4	31.2	34.9	100

Only subtraction and division data comparable with previous ASER.

Comparisons





English reading level: % Children who

Std.	Cannot read capital letters	Can read capital letters	Can read small letters	Can read simple words	Can read easy sentences	Total
I	22.0	26.7	17.3	20.2	13.8	100
II	15.1	22.4	15.7	20.7	26.1	100
III	8.3	17.8	19.9	25.7	28.4	100
IV	3.8	10.4	11.1	33.1	41.6	100
V	2.6	6.7	6.8	24.8	59.2	100
VI	1.0	3.8	6.0	19.5	69.8	100
VII	1.1	4.1	4.2	14.9	75.7	100
VIII	1.9	1.6	3.3	11.3	81.9	100
Total	6.8	11.5	10.4	21.4	49.8	100

English comprehension

Std.	Of those who can read words, % who can tell meaning of the words	Of those who can read sentences, % who can tell meaning of sentences
I	64.4	71.3
II	70.9	82.7
III	68.7	82.8
IV	72.0	87.1
V	67.5	87.9
VI	69.6	88.5
VII	75.4	91.3
VIII	73.1	93.3
Total	69.8	88.4

Comprehension & Problem solving

Ability of children by reading level to read and answer orally

Children in age group : 6 to 10

Reading level	% Children in specific reading level	% at each level who can orally answer questions	
		based on Std 1 level text only	based on Std 2 level text
Word	21.4	17.6	17.1
Std 1 level text	16.2	75.4	59.2
Std 2 level text	50.2	94.7	93.9

Children in age group : 11 to 14

Reading level	% Children in specific reading level	% at each level who can orally answer questions	
		based on Std 1 level text only	based on Std 2 level text
Word	2.8	27.1	24.1
Std 1 level text	10.3	88.6	80.2
Std 2 level text	84.0	97.7	98.2

Ability of children by age to listen to a subtraction problem and answer

In-school children

Age group	% Children who can solve		
	None	Simple problem only	Both problems
6 to 8	57.4	4.9	37.0
9 to 10	18.1	4.3	77.0
11 to 14	8.2	2.3	89.0

Children not in-school

Age group	% Children who can solve		
	None	Simple problem only	Both problems
6 to 8	86.4	0.0	13.6
9 to 10	61.8	0.0	38.2
11 to 14	25.8	6.1	68.1

എലികളെ കൊണ്ട് വീട്ടിൽ വലിയ ശല്യമാണ്. അരിയും പഴവും അവർ തിന്നും. പൂച്ചയെ കണ്ടാൽ എലികൾ ഓടി ഒളിക്കും.

1. ആരെകൊണ്ടാണ് വീട്ടിൽ ശല്യം ?
2. എന്താണ് എലി തിന്നുന്നത് ?

വേനൽ അവധി കഴിഞ്ഞ് സ്കൂൾ തുറന്നു. രാമുവും മാളുവും കൂട്ടുകാരോടൊപ്പം സ്കൂളിലേക്ക് പുറപ്പെട്ടു. അവരെ നനയ്ക്കാൻ കാത്തിരുന്നതു പോലെ മഴ പെയ്തു തുടങ്ങി. മാളുവിനും രാമുവിനും മഴ വലിയ ഇഷ്ടമാണ്. മഴ പെയ്തപ്പോൾ അവർ തുള്ളിച്ചാടി. കടലാസ് കപ്പലുകൾ ഉണ്ടാക്കി. വെള്ളത്തിൽ ഒഴുക്കി രസിച്ചു. വീട്ടിലേക്ക് മടങ്ങുംവഴി തോട്ടിൽ ഇറങ്ങി മീനുകളെ പിടിച്ചു. മഴക്കാലം എന്ത് രസമാണ്.

3. രാമുവും മാളുവും കൂട്ടുകാരോടൊപ്പം എങ്ങോട്ടാണ് പോയത്?
4. മഴപെയ്തപ്പോൾ അവർ എന്തൊക്കെ ചെയ്തു ?

1. രാഹുലിന്റെ കൈയിൽ 50 രൂപാ ഉണ്ടായിരുന്നു. അതിൽനിന്നും 35 രൂപയ്ക്ക് അവൻ ചെരുപ്പ് വാങ്ങി. ബാക്കി എത്ര രൂപ അവന്റെ കൈയിൽ ഉണ്ട് ?

2. നിങ്ങളുടെ കൈയിൽ 50 രൂപാ ഉണ്ടായിരുന്നു. അതിൽനിന്നും 37 രൂപയ്ക്ക് മിഠായി വാങ്ങി ബാക്കി എത്ര രൂപ കൈയിൽ ഉണ്ട് ?

Ability of children by arithmetic level to listen to a subtraction problem and answer

Children in age group : 6 to 10

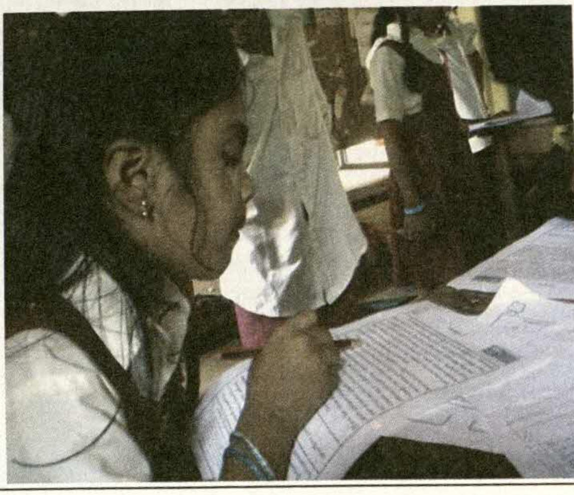
Arithmetic level	% Children in specific arithmetic level	% Children in specific arithmetic level who can solve		
		None	Simple problem only	Both problems
Number recognition 10-99	31.8	72.8	4.2	22.1
Subtraction	36.0	21.1	6.7	71.3
Division	19.5	3.0	1.9	95.0

Children in age group : 11 to 14

Arithmetic level	% Children in specific arithmetic level	% Children in specific arithmetic level who can solve		
		None	Simple problem only	Both problems
Number recognition 10-99	8.3	36.5	5.6	56.0
Subtraction	26.3	11.4	4.0	83.9
Division	62.3	1.6	1.2	97.0

School going children attending tuition class

% Children								
Std.	I	II	III	IV	V	VI	VII	VIII
Govt. school	28.3	32.7	30.3	39.0	36.8	39.6	42.0	42.4
Pvt. school	20.1	28.3	29.6	35.6	39.2	38.9	35.8	41.9



School Observations: Schools visited - Primary (Std 1-4/5): 124; Primary+Upper-primary (Std 1-8): 65

Teacher attendance	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
% teachers attending (average)	86.2	84.1	90.6	88.5
% schools with no teacher present	1.6	2.0	0.0	0.0
% schools with all teachers present	58.7	35.6	60.5	41.7

Children's attendance	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
% enrolled children attending (average)	96.2	95.2	89.9	91.4
% schools with less than 50% enrolled children attending	1.1	0.0	3.8	3.6
% schools with 75% and more enrolled children attending	97.9	98.4	93.4	92.7

Pupil teacher ratio (median)	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
Based on children enrolled & teachers appointed	24.4	24.4	20.4	21.5
Based on children & teachers present	29.2	26.1	22.1	23.4

School grants and teacher grants	2006		2007*	
	Std. 2	Std. 4	Std. 2	Std. 4
	% Schools			
Teacher received TLM grant	97.0	96.9	90.0	89.3
School received school maintenance grant	83.4		40.7	

Water/toilet and midday meal	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
	% Schools			
Schools with no water provision	8.4	3.8	6.8	0.0
Schools with water provision but water not available	6.3	5.4	1.7	0.0
Schools with water provision and water available	85.3	90.8	91.5	100.0
Schools with no toilet provision	3.1	2.3	3.3	1.7
Schools with toilet provision but not being used	5.2	3.8	0.8	1.7
Schools with toilet provision and use	91.8	93.9	95.9	96.7
Schools with midday meal being served on that day	92.6	95.3	99.2	96.7

Multigrade classes	2007	
	Std. 1-4/5	Std. 1-8
Schools in which...	% Schools	
Std II class sits with another class	4.7	3.7
Std IV class sits with another class	3.0	2.0

Over 90% classes that were visited have blackboards. In over 90% of these classes, most children have textbooks, notebooks and pen or pencil.

Please note that while 2005 data was collected during ASER 2005, 2006 data reported in the Grants table was collected in ASER 2007 by asking for last year's grant information to the respondent.

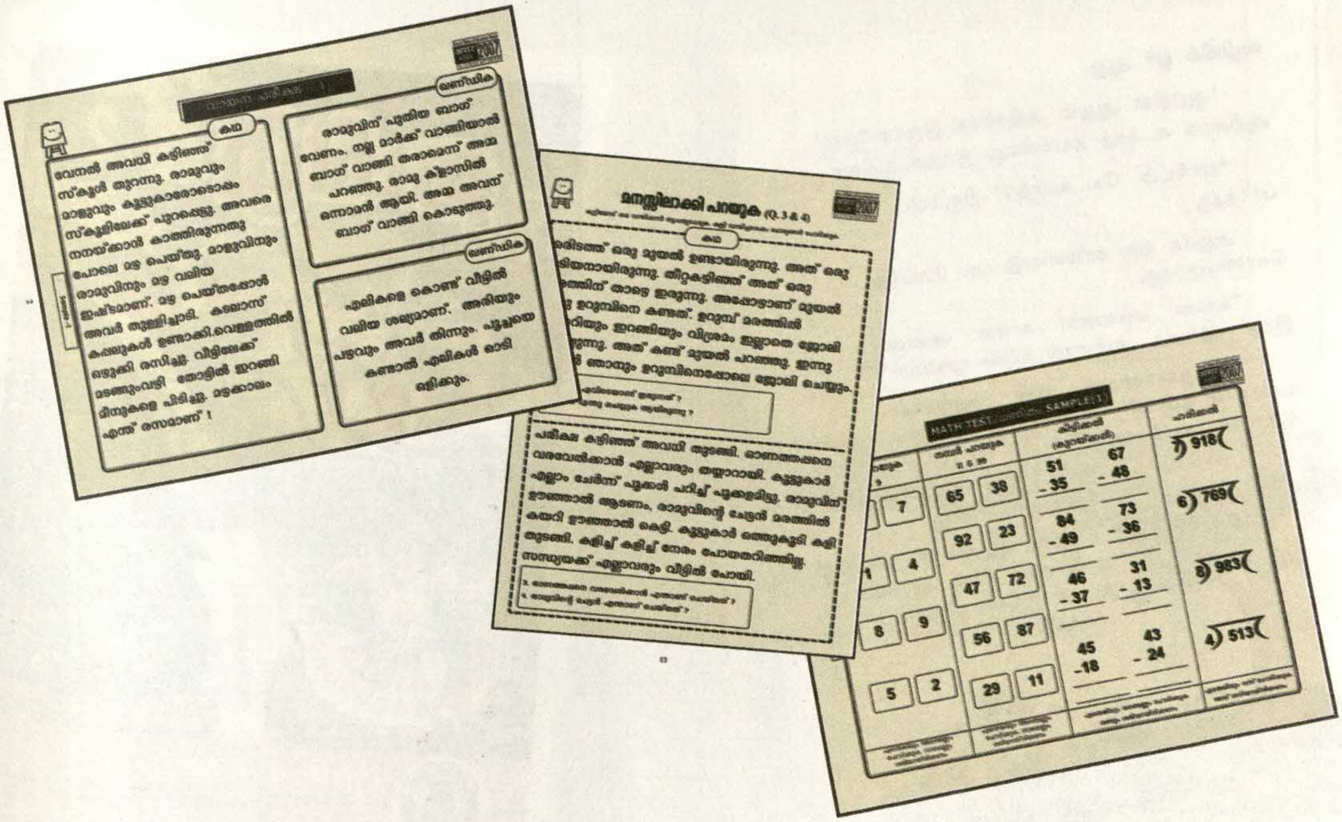
Note: ASER 2007 survey was carried out in October and November 2007. One govt. school with primary grades was visited in the sampled village. If there was more than one govt. school with primary grades, then the school with the highest enrollment was visited. Hence the schools visited in the survey do not represent a random sample from the district. The school visits were generally done either on a Saturday or a Monday.



*Grants for 2007 may be lower than 2006 since the survey was conducted in the middle of the year.

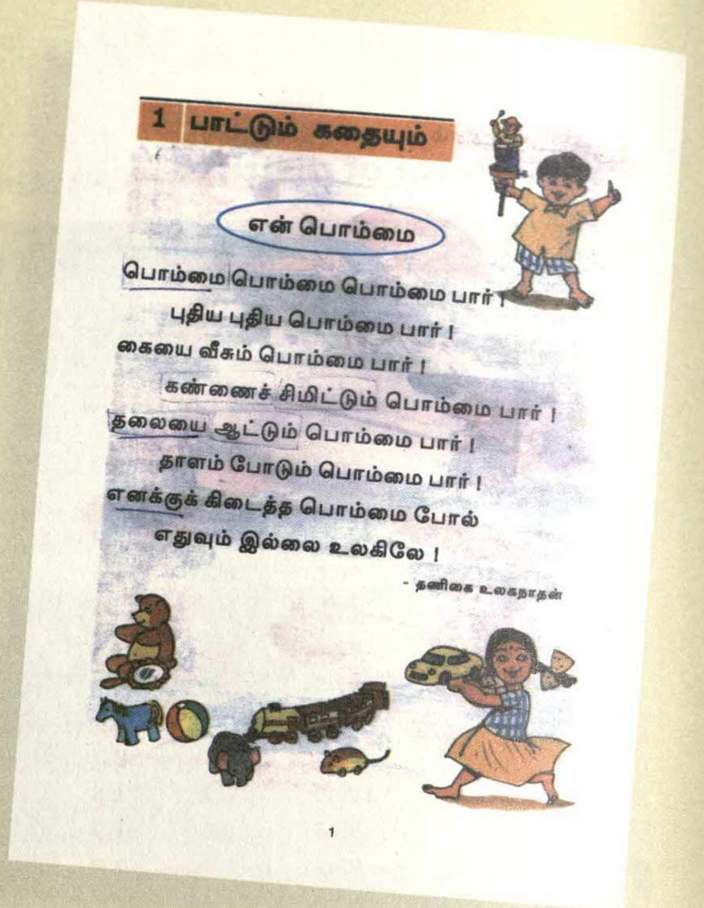
Performance of districts

District	Pre- school	Out of school	Private school	Std 1-2 : Learning levels			Std 3-5 : Learning levels		
	% Children (Age 3-4) in **Anganwadi** or **other pre-school**	% Children (Age 6-14) **Out of school**	% Children (Age 6-14) in **Private school**	% Children (Std 1-2) who **CAN READ** letters, words or more in **OWN LANGUAGE**	% Children (Std 1-2) who **CAN RECOGNIZE NUMBERS** (1-9) or more	% Children (Std 1-2) who **CAN READ** letters or more in **ENGLISH**	% Children (Std 3-5) who **CAN READ** Level 1 (Std 1) text or more in **OWN LANGUAGE**	% Children (Std 3-5) who **CAN SUBTRACT** or do more	% Children (Std 3-5) who **CAN READ** sentences in **ENGLISH**
Kasaragod	80.3	1.9	47.3	95.9	97.0	82.0	82.3	72.0	45.3
Kannur	95.4	1.0	68.3	95.7	94.3	85.9	79.3	66.4	33.5
Wayanad*		0.4	49.3	95.1	93.6	79.1	70.6	25.3	23.4
Kozhikode	96.6	0.3	58.0	96.9	96.3	71.1	91.8	75.0	41.4
Malappuram	77.5	0.4	55.4	96.8	94.6	70.1	72.9	67.6	33.6
Palakkad	84.8	0.4	36.1	95.1	95.1	72.9	77.6	74.7	37.2
Thrissur	93.9	0.2	62.7	98.1	99.0	83.0	83.9	68.2	41.7
Ernakulam	93.7	0.6	79.1	98.8	96.9	93.1	90.3	72.2	58.4
Idukki	93.4	0.0	69.7	95.4	96.1	89.0	68.1	55.9	39.3
Kottayam	100.0	0.2	74.6	93.0	90.7	85.0	87.8	82.2	63.6
Alappuzha	95.5	0.0	51.9	98.3	95.4	84.9	88.1	84.4	55.7
Pathanamthitta	95.1	0.0	62.9	90.5	97.5	87.5	74.0	74.3	44.8
Kollam	100.0	0.4	41.8	99.1	100.0	90.7	84.7	78.9	44.0
Thiruvananthapuram	100.0	0.4	35.9	98.5	97.7	83.7	87.9	76.5	48.8
Total	**92.6**	**0.4**	**55.2**	**96.7**	**96.1**	**81.6**	**82.2**	**71.9**	**44.0**



* Blank cells indicate insufficient data.





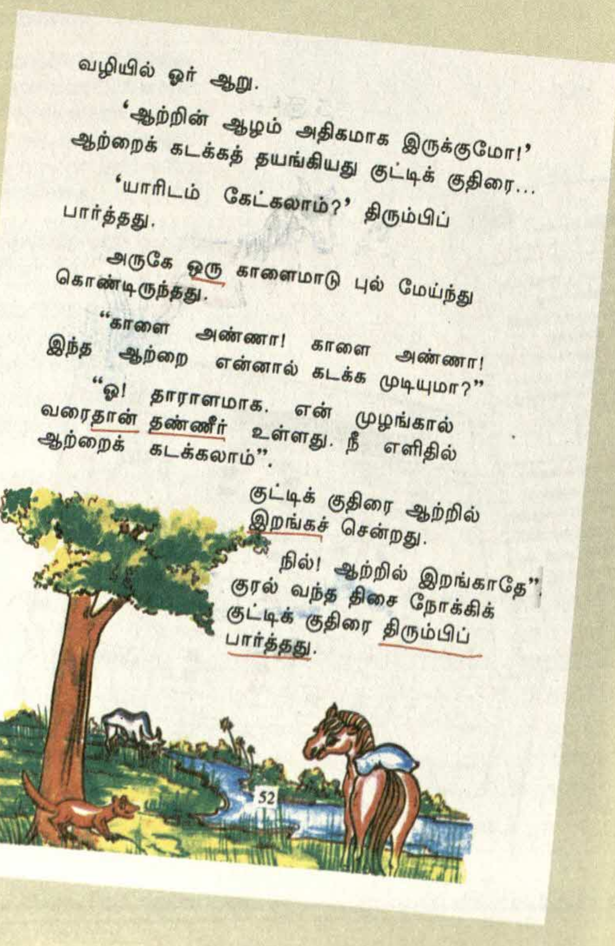
1 பாட்டும் கதையும்

என் பொம்மை

பொம்மை பொம்மை பொம்மை பார்!
புதிய புதிய பொம்மை பார்!
கையை வீசும் பொம்மை பார்!
கண்ணைச் சிமிட்டும் பொம்மை பார்!
தலையை ஆட்டும் பொம்மை பார்!
தாளம் போடும் பொம்மை பார்!
எனக்குக் கிடைத்த பொம்மை போல்
எதுவும் இல்லை உலகிலே!

- தணிகை உலகநாதன்

1



வழியில் ஓர் ஆறு.

'ஆற்றின் ஆழம் அதிகமாக இருக்குமோ!' ஆற்றைக் கடக்கத் தயங்கியது குட்டிக் குதிரை...

'யாரிடம் கேட்கலாம்?' திரும்பிப் பார்த்தது.

அருகே ஒரு காளைமாடு புல் மேய்ந்து கொண்டிருந்தது.

"காளை அண்ணா! காளை அண்ணா! இந்த ஆற்றை என்னால் கடக்க முடியுமா?"

"ஓ! தாராளமாக. என் முழங்கால் வரைதான் தண்ணீர் உள்ளது. நீ எளிதில் ஆற்றைக் கடக்கலாம்".

குட்டிக் குதிரை ஆற்றில் இறங்கச் சென்றது.

நில்! ஆற்றில் இறங்காதே" குரல் வந்த திசை நோக்கிக் குட்டிக் குதிரை திரும்பிப் பார்த்தது.

52



TAMIL NADU RURAL

All analysis based on data from 29 out of 29 districts

Enrollment

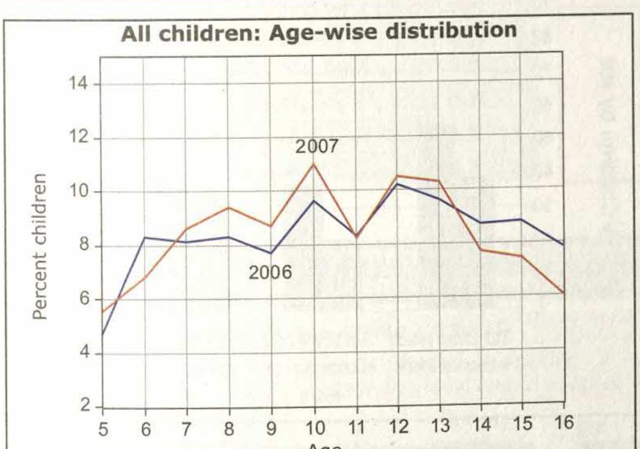
School enrollment and out of school children 2006 vs. 2007

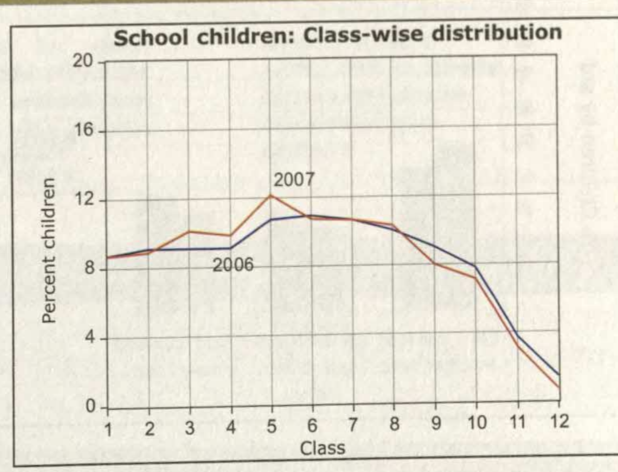
	2006					2007				
	% Children in each age group in different types of schools			% Out of school		% Children in each age group in different types of schools			% Out of school	
	Govt.	Pvt.	Other (Madarsa + EGS)	Not in School	Total	Govt.	Pvt.	Other (Madarsa + EGS)	Not in School	Total
Age: 6 -14 ALL	78.3	19.5	0.1	2.1	100	83.2	15.5	0.2	1.2	100
Age: 7-16 ALL	76.7	18.4	0.1	4.9	100	82.1	14.7	0.2	3.0	100
Age: 7- 10 ALL	78.9	20.2	0.1	0.8	100	83.4	15.8	0.2	0.6	100
Age: 7-10 BOYS	77.9	21.4	0.0	0.7	100	81.4	17.5	0.3	0.8	100
Age: 7-10 GIRLS	79.9	19.2	0.1	0.9	100	85.6	13.9	0.1	0.4	100
Age: 11-14 ALL	78.7	17.6	0.1	3.6	100	84.1	13.8	0.1	1.9	100
Age: 11-14 BOYS	77.8	18.7	0.1	3.4	100	83.2	15.1	0.1	1.6	100
Age: 11-14 GIRLS	79.6	16.5	0.1	3.9	100	85.1	12.5	0.2	2.3	100
Age: 15-16 ALL	67.6	16.5	0.1	15.8	100	72.9	14.4	0.3	12.4	100
Age: 15-16 BOYS	68.1	17.8	0.2	13.9	100	73.7	15.2	0.2	10.9	100
Age: 15-16 GIRLS	67.1	15.3	0.0	17.6	100	72.2	13.4	0.4	14.0	100

Note: "Not in school" includes children who have never gone to school or have dropped out.

Age and Class

Age-wise and class-wise distribution of children in sample





Young Children

In pre-school (Balwadi/Anganwadi) or in school 2006 vs. 2007

	2006						2007					
	% Children						% Children					
	In balwadi or anganwadi	In School			Not going anywhere	Total	In balwadi or anganwadi	In School			Not going anywhere	Total
		Govt.	Pvt.	Other School				Govt.	Pvt.	Other School		
Age: 3 ALL	86.9				13.1	100	84.2				15.8	100
Age: 4 ALL	92.6				7.4	100	88.1				11.9	100
Age: 5 ALL	45.3	35.5	13.5	0.1	5.7	100	20.4	51.9	25.3	0.2	2.2	100
Age: 6 ALL	0.5	73.9	24.6	0.1	0.9	100	1.5	74.8	23.1	0.2	0.5	100

Learning Level

Reading level: % Children who can read

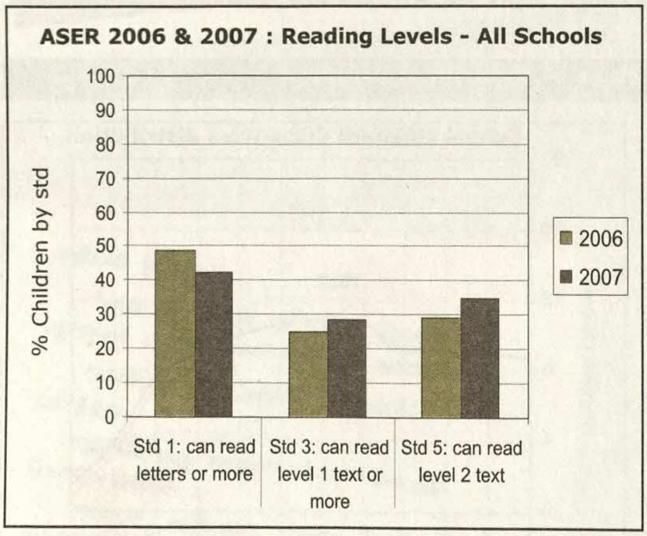
Std.	Nothing	Letter	Word	Level 1 (Std 1) Text	Level 2 (Std 2 text)	Total
I	57.8	27.6	11.2	2.0	1.4	100
II	23.2	34.9	31.1	8.0	2.9	100
III	12.9	20.4	38.3	21.0	7.4	100
IV	6.2	11.8	30.9	31.0	20.2	100
V	4.8	7.2	22.8	30.3	34.8	100
VI	2.8	4.3	13.2	29.9	49.8	100
VII	2.1	3.7	9.2	23.6	61.4	100
VIII	1.2	2.3	6.4	18.5	71.6	100
Total	12.3	13.1	20.3	21.5	32.9	100

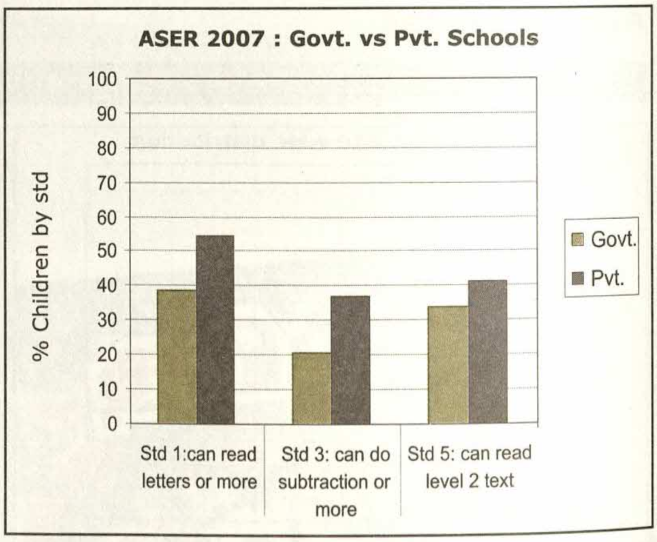
Arithmetic level: % Children who can

Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	10-99			
I	46.9	30.0	19.7	2.4	1.1	100
II	21.0	29.0	41.3	7.7	1.0	100
III	10.6	16.4	50.0	19.0	4.0	100
IV	6.1	9.3	40.7	36.0	7.9	100
V	3.9	6.2	31.0	41.4	17.5	100
VI	2.1	3.3	22.0	46.0	26.6	100
VII	1.3	2.6	15.9	41.1	39.1	100
VIII	0.8	2.3	12.3	35.5	49.1	100
Total	10.2	11.4	29.0	30.2	19.2	100

Only subtraction and division data comparable with previous ASER.

Comparisons





English reading level: % Children who

Std.	Cannot read capital letters	Can read capital letters	Can read small letters	Can read simple words	Can read easy sentences	Total
I	60.2	18.4	12.6	6.6	2.2	100
II	34.2	25.7	25.5	10.7	4.0	100
III	20.1	23.7	32.7	18.3	5.2	100
IV	12.8	19.7	30.5	27.4	9.5	100
V	8.1	15.0	26.7	33.7	16.6	100
VI	4.6	11.2	20.6	38.3	25.2	100
VII	3.8	7.4	16.3	39.3	33.2	100
VIII	2.2	5.8	11.5	36.2	44.3	100
Total	16.4	15.5	22.3	27.5	18.4	100

English comprehension

Std.	Of those who can read words, % who can tell meaning of the words	Of those who can read sentences, % who can tell meaning of sentences
I	57.0	67.5
II	62.9	76.7
III	64.6	83.6
IV	68.7	83.9
V	68.5	81.6
VI	70.0	87.5
VII	70.2	86.5
VIII	72.3	89.2
Total	68.9	86.1

Comprehension & Problem solving

Ability of children by reading level to read and answer orally

Children in age group : 6 to 10

Reading level	% Children in specific reading level	% at each level who can orally answer questions	
		based on Std 1 level text only	based on Std 2 level text
Word	28.1	22.4	8.6
Std 1 level text	21.0	69.8	25.9
Std 2 level text	16.6	92.4	82.2

Children in age group : 11 to 14

Reading level	% Children in specific reading level	% at each level who can orally answer questions	
		based on Std 1 level text only	based on Std 2 level text
Word	9.9	34.9	17.8
Std 1 level text	24.3	75.9	35.1
Std 2 level text	60.0	95.3	88.1

Ability of children by age to listen to a subtraction problem and answer

In-school children

Age group	% Children who can solve		
	None	Simple problem only	Both problems
6 to 8	74.1	8.6	15.8
9 to 10	37.6	15.3	45.1
11 to 14	17.5	11.4	69.2

Children not in-school

Age group	% Children who can solve		
	None	Simple problem only	Both problems
6 to 8	86.0	4.5	8.9
9 to 10	65.1	12.4	22.5
11 to 14	46.7	8.0	44.6

யானை ஒரு வீடு கட்டியது.
உள்ளே சென்று நன்றாகச் சாப்பிட்டது.
அதன் வயிறு மிகவும் பெரிதாகி விட்டது.
அது உள்ளே மாட்டிக் கொண்டது.

1. யானை வீட்டிற்குள் சென்று என்ன செய்தது?
2. அது ஏன் வீட்டிற்குள் மாட்டிக் கொண்டது?

ஒரு ஊரில் ரவி என்ற சிறுவன் வாழ்ந்து வந்தான். அவன் வீட்டின் வெளியே அழகிய தோட்டம் இருந்தது. அதில் நிறைய செடிகள் இருந்தன. ரவிக்கு அந்த அழகான இடத்தில் விளையாட மிகவும் பிடிக்கும். ஒரு நாள் மாலை அவன் தோட்டத்திற்கு விளையாடச் சென்றான். அப்போது ஒரு சிறிய நத்தையைப் பார்த்து மெதுவாக அதன் அருகில் சென்றான். அதை மெல்ல தன் விரலால் தொட்டான். நத்தை உடனே தன் கழுத்தை உள்ளே இழுத்தது. அவன் அதைப் பார்த்து மிகவும் மகிழ்ச்சி அடைந்தான். பிறகு அவன் நத்தையைத் தன்னுடைய வீட்டிற்கு எடுத்துச் சென்று அதனோடு விளையாடினான்.

3. ரவி எங்கே விளையாடுவான்?
4. ரவி நத்தையைத் தொட்டவுடன் என்ன நடந்தது?

உன்னிடம் 50 ரூபாய் உள்ளது. இதில் 35ரூபாய்க்கு செருப்பு வாங்கிவிட்டால் உன்னிடம் மீதம் எவ்வளவு ரூபாய் இருக்கும் ?

உன்னிடம் 50 ரூபாய் உள்ளது. இதில் 28 ரூபாய்க்கு பட்டாசு வாங்கி விட்டால் மீதம் எவ்வளவு ரூபாய் இருக்கும் ?

Ability of children by arithmetic level to listen to a subtraction problem and answer

Children in age group : 6 to 10

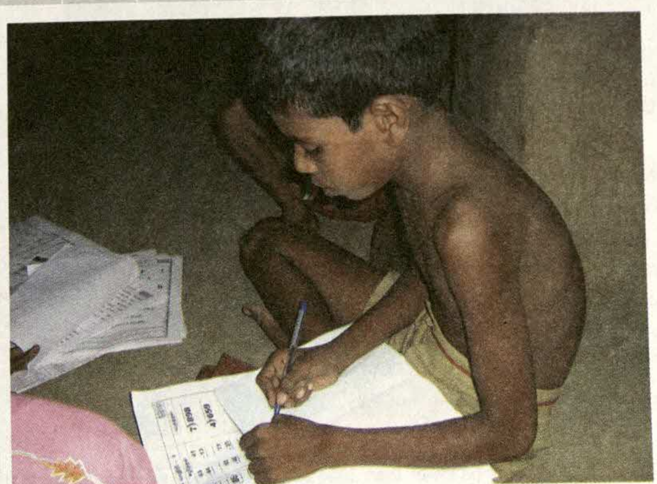
Arithmetic level	% Children in specific arithmetic level	% Children in specific arithmetic level who can solve		
		None	Simple problem only	Both problems
Number recognition 10-99	38.0	69.6	13.0	15.4
Subtraction	24.8	19.9	20.0	58.2
Division	7.8	5.5	5.3	87.6

Children in age group : 11 to 14

Arithmetic level	% Children in specific arithmetic level	% Children in specific arithmetic level who can solve		
		None	Simple problem only	Both problems
Number recognition 10-99	17.2	50.9	16.7	29.6
Subtraction	40.9	13.4	15.6	69.1
Division	37.7	2.5	4.3	91.9

School going children attending tuition class

	% Children							
Std.	I	II	III	IV	V	VI	VII	VIII
Govt. school	10.8	12.9	13.8	16.0	16.7	18.3	17.6	17.2
Pvt. school	26.5	29.5	33.5	37.5	39.9	30.9	29.5	30.8



Tamil Nadu RURAL

School Observations: Schools visited - Primary (Std 1-4/5): 401; Primary+Upper-primary (Std 1-8): 228

Teacher attendance	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
% teachers attending (average)	83.4	84.3	96.2	91.3
% schools with no teacher present	1.1	0.5	0.0	0.0
% schools with all teachers present	57.8	37.7	87.8	73.5

Children's attendance	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
% enrolled children attending (average)	91.3	89.8	91.2	90.3
% schools with less than 50% enrolled children attending	1.1	0.5	0.5	0.5
% schools with 75% and more enrolled children attending	95.2	93.4	94.1	93.2

Pupil teacher ratio (median)	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
Based on children enrolled & teachers appointed	33.4	34.7	51.0	47.6
Based on children & teachers present	36.5	36.4	49.0	53.8

School grants and teacher grants	2006		2007*	
	Std. 2	Std. 4	Std. 2	Std. 4
	% Schools			
Teacher received TLM grant	86.9	79.8	29.8	28.6
School received school maintenance grant	78.7		67.3	

Water/toilet and midday meal	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
	% Schools			
Schools with no water provision	23.6	16.7	20.9	14.6
Schools with water provision but water not available	10.7	7.8	4.9	5.5
Schools with water provision and water available	65.7	75.5	74.2	79.9
Schools with no toilet provision	28.0	20.5	22.1	14.7
Schools with toilet provision but not being used	14.0	14.7	32.7	16.1
Schools with toilet provision and use	58.1	64.7	45.2	69.3
Schools with midday meal being served on that day	83.5	84.7	79.2	78.4

Multigrade classes	2007	
	Std. 1-4/5	Std. 1-8
Schools in which...	% Schools	
Std II class sits with another class	75.8	78.1
Std IV class sits with another class	69.1	70.7

Over 90% classes that were visited have blackboards. In over 90% of these classes, most children have textbooks, notebooks and pen or pencil.

Please note that while 2005 data was collected during ASER 2005, 2006 data reported in the Grants table was collected in ASER 2007 by asking for last year's grant information to the respondent.

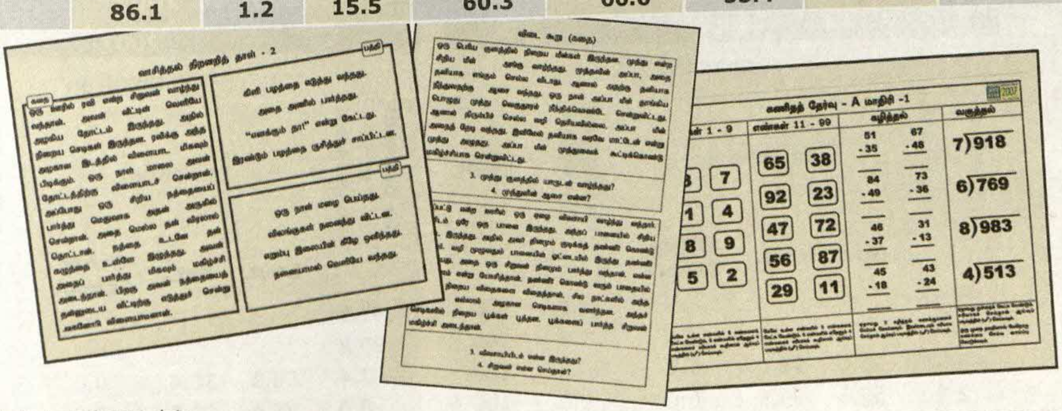
Note: ASER 2007 survey was carried out in October and November 2007. One govt. school with primary grades was visited in the sampled village. If there was more than one govt. school with primary grades, then the school with the highest enrollment was visited. Hence the schools visited in the survey do not represent a random sample from the district. The school visits were generally done either on a Friday or a Monday.

[illegible]

*Grants for 2007 may be lower than 2006 since the survey was conducted in the middle of the year.

Performance of districts

District	Pre- school	Out of school	Private school	Std 1-2 : Learning levels			Std 3-5 : Learning levels		
	% Children (Age 3-4) in **Anganwadi** or **other pre-school**	% Children (Age 6-14) **Out of school**	% Children (Age 6-14) in **Private school**	% Children (Std 1-2) who **CAN READ** letters, words or more in **OWN LANGUAGE**	% Children (Std 1-2) who **CAN RECOGNIZE NUMBERS** (1-9) or more	% Children (Std 1-2) who **CAN READ** letters or more in **ENGLISH**	% Children (Std 3-5) who **CAN READ** Level 1 (Std 1) text or more in **OWN LANGUAGE**	% Children (Std 3-5) who **CAN SUBTRACT** or do more	% Children (Std 3-5) who **CAN READ** sentences in **ENGLISH**
Tiruvallur	93.9	1.9	13.0	56.9	59.3	59.1	46.5	32.0	10.7
Kancheepuram	97.1	1.5	21.6	62.8	70.1	55.4	53.4	37.6	17.8
Vellore	95.8	2.9	14.8	73.2	86.2	73.2	41.2	38.8	14.8
Dharmapuri	69.2	1.7	8.9	48.5	65.2	48.7	35.8	34.7	6.3
Tiruvannamalai	98.6	1.6	12.0	64.1	72.7	66.1	53.5	30.5	10.2
Viluppuram	92.1	1.0	16.6	51.5	55.4	50.8	34.7	38.5	3.9
Salem	77.0	1.8	12.8	34.2	36.7	31.7	28.1	24.3	4.5
Namakkal*		0.9	15.6	57.0	63.2	55.2	56.4	44.5	11.9
Erode	85.5	1.1	16.2	61.0	71.5	36.6	47.9	40.0	10.9
The Nilgiris	41.3	0.3	46.2	45.7	61.6	49.3	45.6	64.7	14.5
Coimbatore	85.9	0.2	14.6	70.9	75.0	61.7	50.0	42.5	10.6
Dindigul	84.6	1.6	21.4	82.8	77.6	60.0	70.4	63.0	17.3
Karur*		0.6	8.9	60.7	73.1	61.0	43.6	42.7	12.8
Tiruchirappalli	91.1	1.0	21.8	58.2	62.6	50.0	64.0	49.2	10.1
Perambalur*		1.0	16.5	53.2	67.2	47.4	47.9	31.3	8.8
Ariyalur	97.9	0.6	6.4	74.2	79.2	61.0	65.9	63.3	14.5
Cuddalore	82.6	1.0	16.7	62.6	67.1	59.0	44.9	42.0	10.8
Nagapattinam*		1.3	13.3	38.4	53.5	38.4	20.0	21.6	7.9
Thiruvarur*		1.1	11.6	46.8	53.3	43.5	46.3	35.4	10.1
Thanjavur*		0.7	21.7	67.6	77.4	61.6	60.3	54.8	17.2
Pudukkottai	82.6	0.8	9.9	48.4	54.7	35.1	52.3	41.7	9.7
Sivaganga	80.8	0.1	13.9	72.6	73.1	50.8	63.5	48.1	8.2
Madurai	86.3	2.2	27.4	73.1	74.1	62.4	57.7	53.3	10.8
Theni	85.3	0.9	24.0	73.6	78.2	60.0	59.2	47.8	6.3
Virudhnagar	93.3	1.4	20.1	76.2	74.0	60.0	80.4	71.7	22.0
Ramanathapuram*		0.7	19.8	68.6	65.7	50.3	46.0	53.4	10.8
Thoothukkudi*		0.0	10.0	44.6	49.2	36.2	23.3	26.5	6.8
Tirunelveli	94.9	0.3	7.9	66.0	74.3	59.3	58.3	52.6	8.3
Kanniyakumari*		1.0	9.1	64.8	78.7	72.9	64.3	51.1	9.4
Total	**86.1**	**1.2**	**15.5**	**60.3**	**66.6**	**53.4**	**49.2**	**43.0**	**10.8**



* Blank cells indicate insufficient data.

PONDICHERRY RURAL

All analysis based on data from 2 out of 2 districts

Enrollment

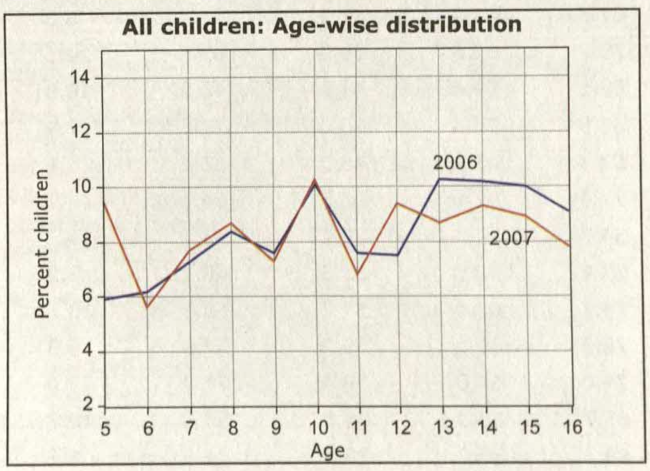
School enrollment and out of school children 2006 vs. 2007

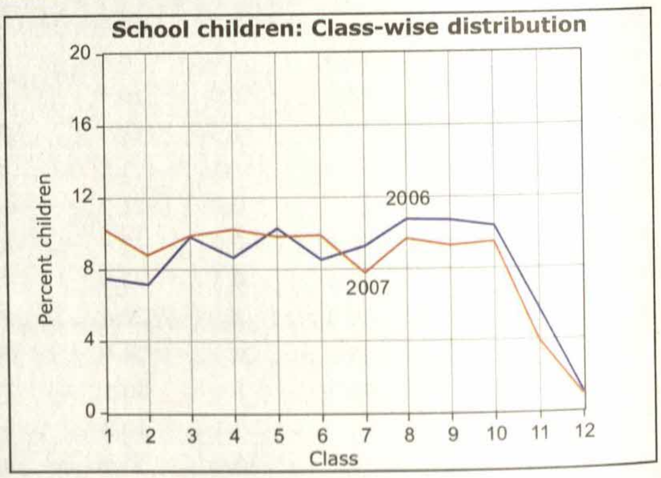
	2006					2007				
	% Children in each age group in different types of schools			% Out of school		% Children in each age group in different types of schools			% Out of school	
	Govt.	Pvt.	Other (Madarsa + EGS)	Not in School	Total	Govt.	Pvt.	Other (Madarsa + EGS)	Not in School	Total
Age: 6 -14 ALL	73.3	26.2	0.1	0.3	100	78.2	20.6	0.1	1.1	100
Age: 7-16 ALL	76.7	22.4	0.1	0.8	100	78.4	18.6	0.1	2.9	100
Age: 7- 10 ALL	70.9	28.9	0.3	0.0	100	73.9	25.3	0.0	0.8	100
Age: 7-10 BOYS	67.3	32.2	0.5	0.0	100	70.0	28.4	0.0	1.6	100
Age: 7-10 GIRLS	74.3	25.8	0.0	0.0	100	78.1	22.0	0.0	0.0	100
Age: 11-14 ALL	78.0	21.3	0.0	0.7	100	83.0	15.6	0.3	1.2	100
Age: 11-14 BOYS	76.4	22.8	0.0	0.8	100	80.2	17.5	0.0	2.4	100
Age: 11-14 GIRLS	79.4	20.0	0.0	0.6	100	85.9	13.6	0.6	0.0	100
Age: 15-16 ALL	84.5	13.3	0.0	2.2	100	78.3	11.2	0.0	10.5	100
Age: 15-16 BOYS	84.3	13.7	0.0	2.0	100	76.0	13.7	0.0	10.3	100
Age: 15-16 GIRLS	84.5	13.1	0.0	2.4	100	80.8	8.3	0.0	10.8	100

Note: "Not in school" includes children who have never gone to school or have dropped out.

Age and Class

Age-wise and class-wise distribution of children in sample





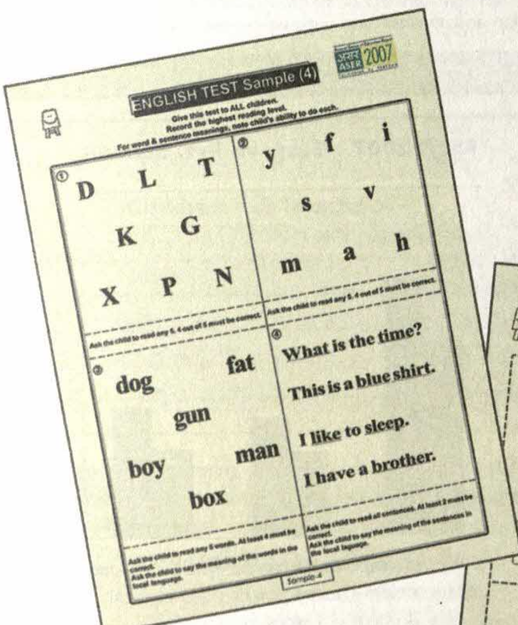
Young Children

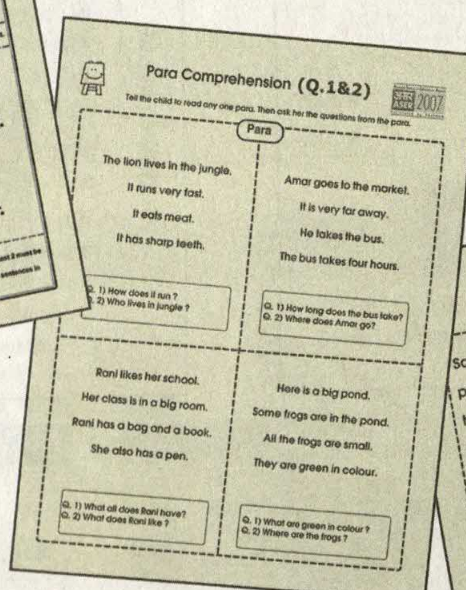
In pre-school (Balwadi/Anganwadi) or in school 2006 vs. 2007

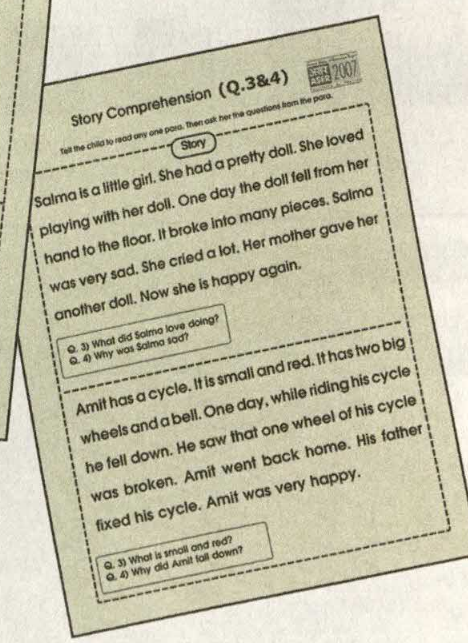
	2006						2007					
	% Children						% Children					
	In balwadi or anganwadi	In School			Not going anywhere	Total	In balwadi or anganwadi	In School			Not going anywhere	Total
		Govt.	Pvt.	Other School				Govt.	Pvt.	Other School		
Age: 3 ALL	95.5				4.5	100	97.5				2.5	100
Age: 4 ALL	98.7				1.3	100	93.8				6.2	100
Age: 5 ALL	45.5	25.0	28.0	1.5	0.0	100	7.4	56.3	36.4	0.0	0.0	100
Age: 6 ALL	2.8	57.3	39.9	0.0	0.0	100	0.0	75.4	22.8	0.0	1.8	100

Performance of districts

District	Pre- school: % Children (Age 3-4) in **Anganwadi** or **other pre-school**	Out of school: % Children (Age 6-14) **Out of school**	Private school: % Children (Age 6-14) in **Private school**	Std 1-2 : Learning levels: % Children (Std 1-2) who **CAN READ** letters, words or more in **OWN LANGUAGE**	Std 1-2 : Learning levels: % Children (Std 1-2) who **CAN RECOGNIZE NUMBERS** (1-9) or more	Std 1-2 : Learning levels: % Children (Std 1-2) who **CAN READ** letters or more in **ENGLISH**	Std 3-5 : Learning levels: % Children (Std 3-5) who **CAN READ** Level 1 (Std 1) text or more in **OWN LANGUAGE**	Std 3-5 : Learning levels: % Children (Std 3-5) who **CAN SUBTRACT** or do more	Std 3-5 : Learning levels: % Children (Std 3-5) who **CAN READ** sentences in **ENGLISH**
Pondicherry	97.6	1.2	22.3	81.0	65.5	70.5	41.1	36.0	17.0
Karaikal	92.3	0.6	16.2	56.6	70.7	66.0	54.3	57.3	30.9
Total	**95.8**	**1.1**	**20.6**	**74.4**	**66.9**	**69.3**	**44.4**	**41.4**	**20.5**







Learning Level

Reading level: % Children who can read

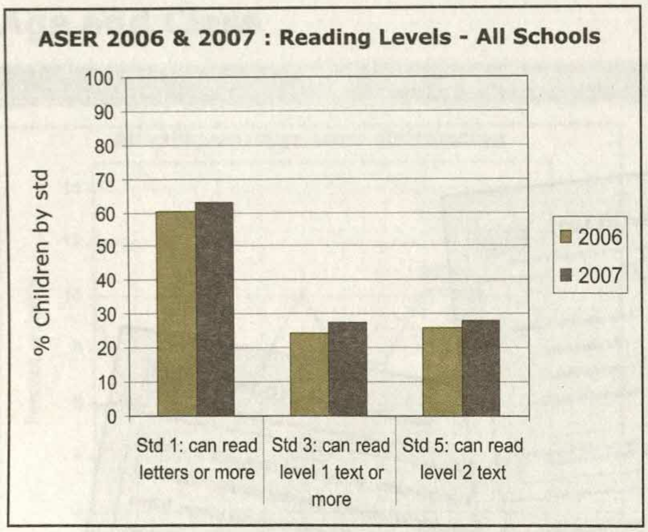
Std.	Nothing	Letter	Word	Level 1 (Std 1) Text	Level 2 (Std 2 text)	Total
I	36.9	46.2	14.2	2.2	0.6	100
II	14.6	53.5	19.7	8.7	3.6	100
III	2.5	19.0	51.2	20.3	7.0	100
IV	1.0	16.1	43.5	24.1	15.3	100
V	0.0	7.4	25.1	39.6	27.9	100
VI	0.0	4.2	17.3	43.5	35.0	100
VII	0.0	0.6	7.9	27.9	63.6	100
VIII	0.0	2.1	2.6	24.7	70.7	100
Total	6.2	17.8	23.4	24.5	28.0	100

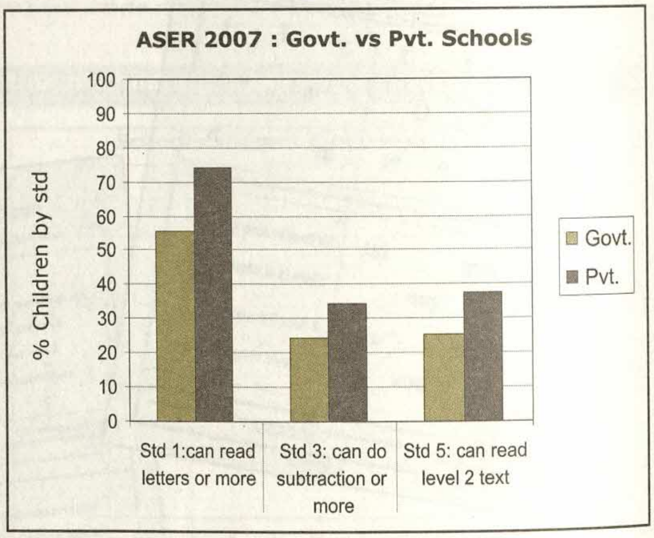
Arithmetic level: % Children who can

Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	10-99			
I	41.8	33.8	18.1	5.2	1.2	100
II	24.8	27.1	35.5	11.5	1.1	100
III	6.1	21.9	44.8	23.9	3.2	100
IV	3.1	13.0	45.6	28.3	10.0	100
V	0.5	5.0	35.2	35.3	24.0	100
VI	0.0	12.2	18.1	47.6	22.0	100
VII	0.0	2.7	12.6	42.0	42.8	100
VIII	1.1	4.2	7.3	40.8	46.6	100
Total	8.8	14.6	27.7	30.0	18.9	100

Only subtraction and division data comparable with previous ASER.

Comparisons





English reading level: % Children who

Std.	Cannot read capital letters	Can read capital letters	Can read small letters	Can read simple words	Can read easy sentences	Total
I	45.7	17.4	21.9	14.5	0.6	100
II	16.8	34.5	22.6	20.2	6.0	100
III	8.5	18.4	31.8	27.8	13.5	100
IV	2.5	10.9	37.1	31.9	17.6	100
V	1.0	5.6	38.1	24.4	31.0	100
VI	1.1	7.3	19.8	35.3	36.6	100
VII	0.0	6.1	5.3	42.4	46.2	100
VIII	0.0	4.7	5.8	36.1	53.4	100
Total	8.5	12.8	23.4	29.3	26.0	100

English comprehension

Std.	Of those who can read words, % who can tell meaning of the words	Of those who can read sentences, % who can tell meaning of sentences
I	33.7	100.0
II	49.6	100.0
III	65.7	100.0
IV	66.2	85.7
V	76.5	81.8
VI	68.9	77.0
VII	70.8	89.3
VIII	82.6	93.9
Total	68.3	87.2

Comprehension & Problem solving

Ability of children by reading level to read and answer orally

Children in age group : 6 to 10			
Reading level	% Children in specific reading level	% at each level who can orally answer questions: based on Std 1 level text only	% at each level who can orally answer questions: based on Std 2 level text
Word	33.8	56.1	43.7
Std 1 level text	22.5	67.3	54.3
Std 2 level text	13.1	92.4	88.9

Children in age group : 11 to 14			
Reading level	% Children in specific reading level	% at each level who can orally answer questions: based on Std 1 level text only	% at each level who can orally answer questions: based on Std 2 level text
Word	10.8	41.9	27.8
Std 1 level text	32.1	78.3	73.2
Std 2 level text	54.7	95.2	84.8

Ability of children by age to listen to a subtraction problem and answer

In-school children			
Age group	% Children who can solve: None	Simple problem only	Both problems
6 to 8	53.9	11.1	33.9
9 to 10	26.8	12.4	55.6
11 to 14	11.0	8.7	79.6

Children not in-school			
Age group	% Children who can solve: None	Simple problem only	Both problems
6 to 8	100.0	0.0	0.0
9 to 10	0.0	0.0	100.0
11 to 14	0.0	0.0	0.0

In front of my house is a hill.
It has a forest.
We play on the hill.
We also hide in the trees.

Q. 1) Where do we hide?
Q. 2) What is in front of my house?

Madhu is ten years old. She lives in a small village. Her village is in the forest. It takes four days to walk to the town. Madhu wants to travel. She wants to see the world outside. Her mother tells her to study well. When she is big, she can go to college in town.

Q. 3) What does Madhu's mother tell her to do?
Q. 4) Where is Madhu's village?

1) You have Rs.50. From that you buy a pair of shoes for Rs.35. How much money do you have left with you now?

2) You have Rs.50. From that you buy fruit for Rs.23. How much money do you have left with you now?

Ability of children by arithmetic level to listen to a subtraction problem and answer

Children in age group : 6 to 10				
Arithmetic level	% Children in specific arithmetic level	% Children in specific arithmetic level who can solve: None	Simple problem only	Both problems
Number recognition 10-99	38.2	59.1	8.9	29.9
Subtraction	25.1	16.6	21.1	58.2
Division	9.9	6.5	12.7	78.3

Children in age group : 11 to 14				
Arithmetic level	% Children in specific arithmetic level	% Children in specific arithmetic level who can solve: None	Simple problem only	Both problems
Number recognition 10-99	16.0	39.2	10.1	50.7
Subtraction	42.2	12.4	12.6	74.5
Division	34.72.2	4.7	92.0	

School going children attending tuition class

% Children								
Std.	I	II	III	IV	V	VI	VII	VIII
Govt. school	33.3	50.9	56.1	46.9	55.2	54.7	55.7	62.2
Pvt. school	40.0	48.8	71.3	69.9	58.7	42.4	75.5	55.0





Assam

Meghalaya

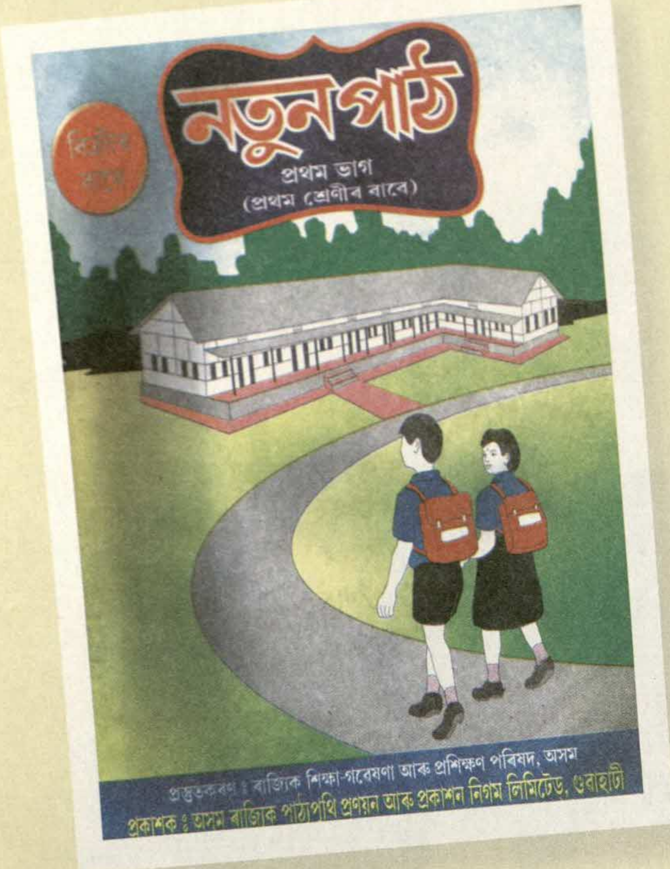
Manipur

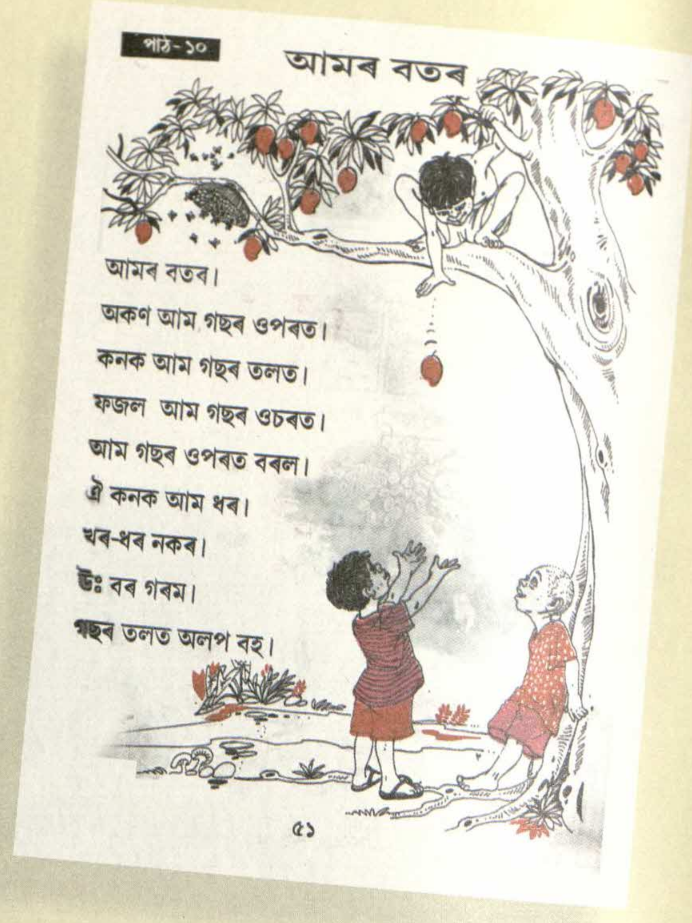
Nagaland

Arunachal Pradesh

Tripura

Sikkim

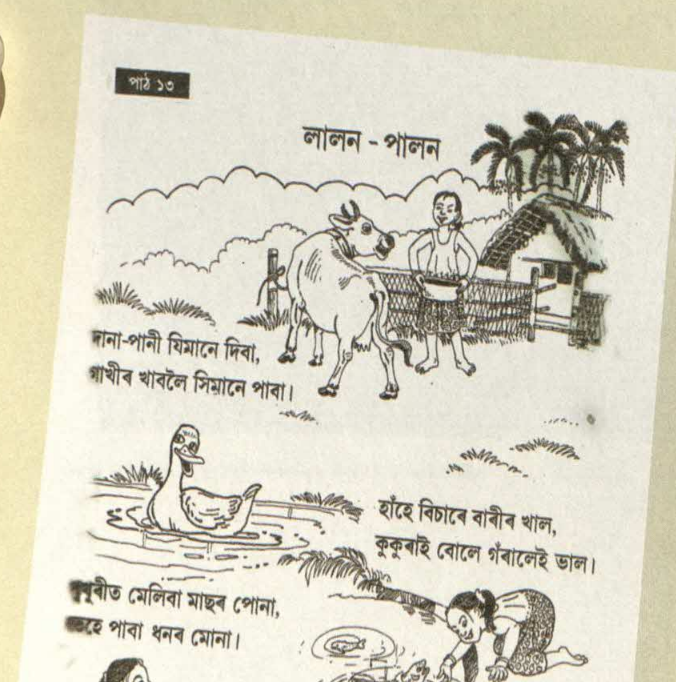



পাঠ-১০

আমৰ বতৰ

আমৰ বতৰ।
অকণ আম গছৰ ওপৰত।
কনক আম গছৰ তলত।
ফজল আম গছৰ ওচৰত।
আম গছৰ ওপৰত বৰল।
ঐ কনক আম ধৰ।
খৰ-ধৰ নকৰ।
উঃ বৰ গৰম।
গছৰ তলত অলপ বহ।

৫১


পাঠ ১৩

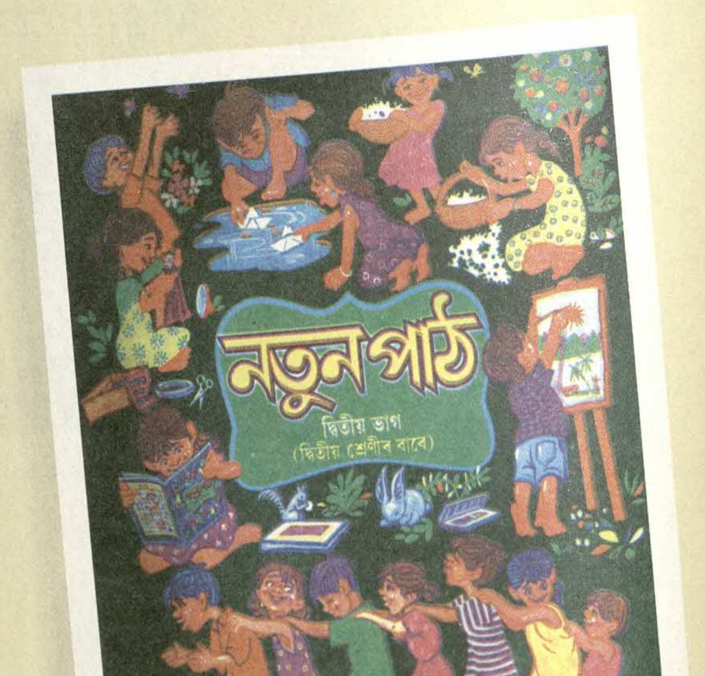
লালন - পালন

দানা-পানী যিমানে দিবা,
গাখীৰ খাবলৈ সিমানে পাবা।

হাঁহে বিচাৰে বাৰীৰ খাল,
কুকুৰাই বোলে গঁৰালেই ভাল।

ৰীত মেলিবা মাছৰ পোনা,
হে পাবা ধনৰ মোনা।

সকলো জীৱকে কৰিবা মৰম,
জানিবা এয়েহে পৰম ধৰম।



ASSAM RURAL

All analysis based on data from 23 out of 23 districts

Enrollment

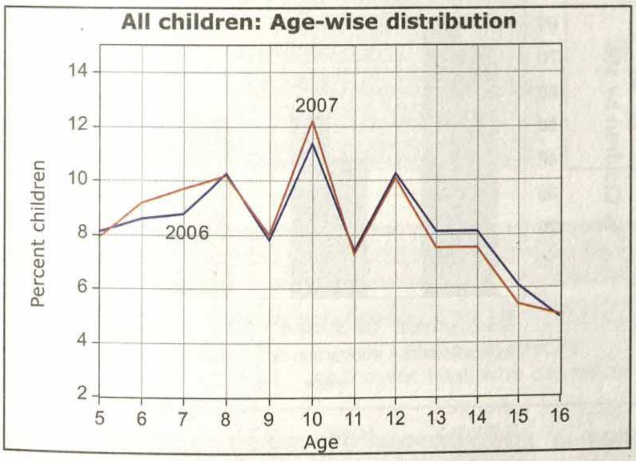
School enrollment and out of school children 2006 vs. 2007

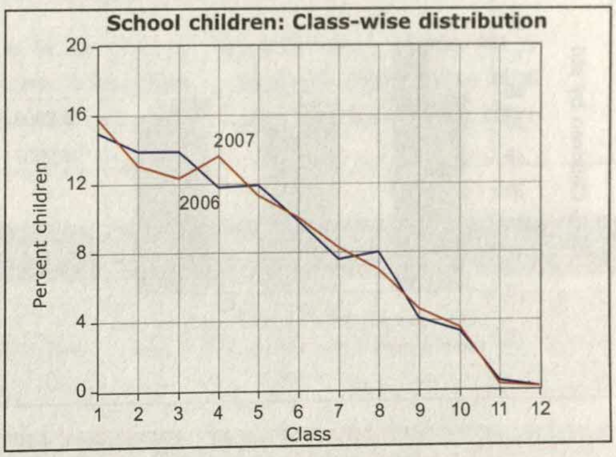
	2006					2007				
	% Children in each age group in different types of schools			% Out of school		% Children in each age group in different types of schools			% Out of school	
	Govt.	Pvt.	Other (Madarsa + EGS)	Not in School	Total	Govt.	Pvt.	Other (Madarsa + EGS)	Not in School	Total
Age: 6 -14 ALL	84.9	9.6	1.2	4.4	100	77.2	11.5	4.4	6.9	100
Age: 7-16 ALL	83.1	9.3	1.2	6.3	100	74.6	11.5	4.1	9.8	100
Age: 7- 10 ALL	86.1	9.6	1.1	3.2	100	80.8	10.3	4.4	4.5	100
Age: 7-10 BOYS	84.6	11.0	1.3	3.1	100	80.5	10.3	4.6	4.6	100
Age: 7-10 GIRLS	87.9	8.0	0.9	3.2	100	81.2	10.3	4.2	4.3	100
Age: 11-14 ALL	83.1	9.5	1.2	6.2	100	72.1	12.7	4.3	10.9	100
Age: 11-14 BOYS	80.8	10.1	1.7	7.4	100	72.6	11.5	4.0	11.9	100
Age: 11-14 GIRLS	85.5	8.7	0.7	5.0	100	71.5	14.1	4.5	9.9	100
Age: 15-16 ALL	72.9	8.0	1.7	17.4	100	58.6	12.6	2.2	26.6	100
Age: 15-16 BOYS	69.2	9.0	2.2	19.6	100	56.9	11.3	2.4	29.3	100
Age: 15-16 GIRLS	76.8	6.9	1.3	15.0	100	60.6	14.2	1.9	23.3	100

Note: "Not in school" includes children who have never gone to school or have dropped out.

Age and Class

Age-wise and class-wise distribution of children in sample





Young Children

In pre-school (Balwadi/Anganwadi) or in school 2006 vs. 2007

	2006						2007					
	% Children						% Children					
	In balwadi or anganwadi	In School			Not going anywhere	Total	In balwadi or anganwadi	In School			Not going anywhere	Total
		Govt.	Pvt.	Other School				Govt.	Pvt.	Other School		
Age: 3 ALL	73.3				26.7	100	66.4				33.6	100
Age: 4 ALL	77.5				22.5	100	74.9				25.1	100
Age: 5 ALL	33.3	47.0	7.1	1.0	11.5	100	33.1	48.4	8.2	3.8	6.6	100
Age: 6 ALL	5.8	81.2	9.7	0.9	2.4	100	8.3	71.7	11.0	4.8	4.2	100

Learning Level

Reading level: % Children who can read

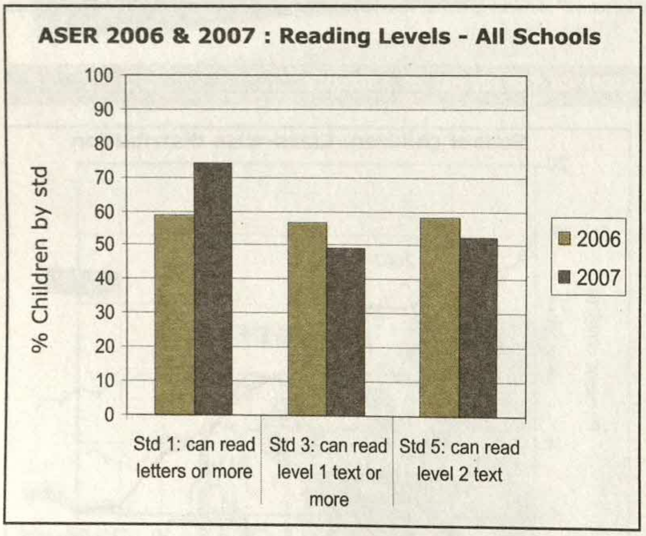
Std.	Nothing	Letter	Word	Level 1 (Std 1) Text	Level 2 (Std 2 text)	Total
I	25.9	47.4	20.1	4.4	2.2	100
II	8.8	29.2	38.3	16.0	7.6	100
III	4.4	17.2	29.3	26.1	22.9	100
IV	2.9	8.6	19.4	29.7	39.5	100
V	1.6	4.9	12.9	27.9	52.6	100
VI	1.2	2.6	8.0	21.1	67.2	100
VII	1.0	2.3	5.6	15.4	75.7	100
VIII	0.6	0.7	3.0	10.4	85.3	100
Total	7.0	16.8	19.0	19.1	38.1	100

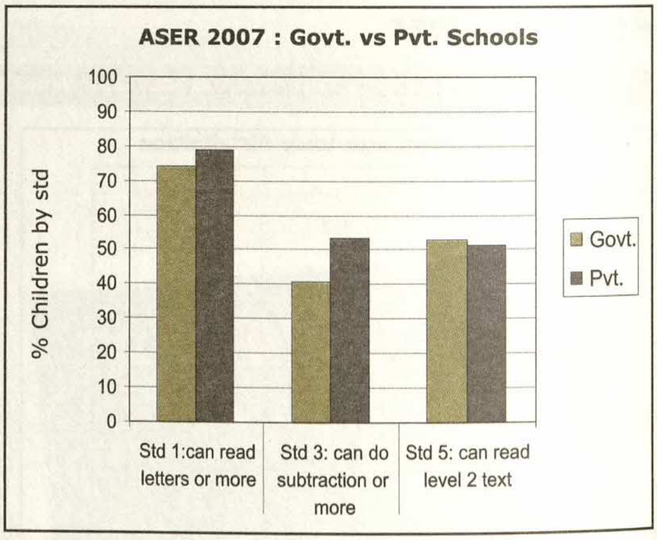
Arithmetic level: % Children who can

Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	10-99			
I	24.4	48.6	22.6	3.4	1.0	100
II	8.3	31.7	41.6	16.0	2.5	100
III	4.6	17.4	35.9	35.5	6.7	100
IV	2.6	11.3	23.3	42.4	20.5	100
V	1.8	7.4	19.3	43.0	28.5	100
VI	1.6	4.0	13.3	38.4	42.8	100
VII	0.9	2.4	10.2	34.3	52.1	100
VIII	0.7	1.8	8.4	25.6	63.5	100
Total	6.7	18.3	23.5	28.9	22.6	100

Only subtraction and division data comparable with previous ASER.

Comparisons





English reading level: % Children who

Std.	Cannot read capital letters	Can read capital letters	Can read small letters	Can read simple words	Can read easy sentences	Total
I	76.2	14.5	4.6	3.3	1.4	100
II	60.9	17.3	10.3	8.7	2.7	100
III	36.8	22.2	17.9	18.4	4.8	100
IV	20.2	19.3	18.2	30.9	11.4	100
V	8.0	12.0	16.1	37.1	26.9	100
VI	4.5	6.6	9.6	34.3	45.0	100
VII	3.6	4.5	6.0	26.0	60.0	100
VIII	2.3	2.2	5.0	16.4	74.1	100
Total	30.3	13.5	11.5	21.5	23.2	100

English comprehension

Std.	Of those who can read words, % who can tell meaning of the words	Of those who can read sentences, % who can tell meaning of sentences
I	36.0	54.3
II	51.8	71.4
III	56.3	67.6
IV	56.9	62.1
V	57.2	66.2
VI	60.1	75.6
VII	64.7	77.7
VIII	56.6	81.2
Total	57.6	74.7

Comprehension & Problem solving

Ability of children by reading level to read and answer orally

Children in age group : 6 to 10

Reading level	% Children in specific reading level	% at each level who can orally answer questions	
		based on Std 1 level text only	based on Std 2 level text
Word	25.6	14.4	7.6
Std 1 level text	20.7	66.7	29.4
Std 2 level text	22.8	90.9	79.4

Children in age group : 11 to 14

Reading level	% Children in specific reading level	% at each level who can orally answer questions	
		based on Std 1 level text only	based on Std 2 level text
Word	8.3	30.2	17.1
Std 1 level text	19.0	73.6	35.3
Std 2 level text	67.5	93.8	85.7

Ability of children by age to listen to a subtraction problem and answer

In-school children

Age group	% Children who can solve		
	None	Simple problem only	Both problems
6 to 8	72.3	8.9	17.7
9 to 10	40.4	13.6	44.8
11 to 14	19.1	10.3	69.3

Children not in-school

Age group	% Children who can solve		
	None	Simple problem only	Both problems
6 to 8	82.4	4.0	13.6
9 to 10	75.5	8.4	16.1
11 to 14	58.8	9.2	30.5

দাদাৰ এটা বল আছে।

বলটো মোৰ ভাল লাগে।

দাদা পঢ়িবলৈ গৈছে।

মই এতিয়া বল খেলিম।

প্ৰঃ১ঃদাদাৰ এটা কি আছে?
প্ৰঃ২ঃপঢ়িবলৈ কোন গৈছে?

বহমবীয়াত খেতি বৰ ভাল হয়। তাত সকলো মানুহে খেতি কৰে।বহমবীয়াত ধা` খেতি ভাল হয়। ঠাইখন নদীয়ে আগুৰি আছে। দেখিবলৈ ঠাইখন বৰ ধুনিয়া। বাৰিষাৰ সময়ত বানপানী হয়। সেইবাবে মানুহখিনিয়ে নদীখনলৈ ভয় কৰে। তাত কাঠৰ বেপাৰো হয়। নদীয়ে বাইজক বহুত লোকচান কৰে। তথাপি নদীখনক সকলোৱে ভাল পায়।

প্ৰঃ৩ঃ বানপানী কেতিয়া হয়?
প্ৰঃ৪ঃ বহমবীয়াত কিহৰ বেপাৰ হয়?

(1) তোমাৰ লগত ৫০ টকা আছে। তাৰে ৩৫ টকাৰে তুমি কাপোৰ কিনিলা। এতিয়া তোমাৰ লগত কিমান টকা বাকী থাকিব?

(2) তোমাৰ লগত ৫০ ৮কা আছে। তাৰে ২৮ টকাৰে তুমি মিঠাই কিনিলা। এতিয়া তোমাৰ লগত কিমান টকা বাকী থাকিব?

Ability of children by arithmetic level to listen to a subtraction problem and answer

Children in age group : 6 to 10

Arithmetic level	% Children in specific arithmetic level	% Children in specific arithmetic level who can solve		
		None	Simple problem only	Both problems
Number recognition 10-99	29.9	74.2	9.6	15.0
Subtraction	27.1	25.3	21.3	51.3
Division	10.6	6.2	8.3	85.2

Children in age group : 11 to 14

Arithmetic level	% Children in specific arithmetic level	% Children in specific arithmetic level who can solve		
		None	Simple problem only	Both problems
Number recognition 10-99	14.0	54.2	13.0	30.4
Subtraction	36.0	15.2	15.3	67.8
Division	44.0	2.9	5.8	90.6

School going children attending tuition class

Std.	% Children							
	I	II	III	IV	V	VI	VII	VIII
Govt. school	8.0	11.4	15.4	17.1	20.7	26.1	28.1	33.8
Pvt. school	16.1	30.2	32.1	31.1	24.1	24.1	29.2	38.7



School Observations: Schools visited - Primary (Std 1-4/5): 449; Primary+Upper-primary (Std 1-8): 35

Teacher attendance	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
% teachers attending (average)	90.5	0.0	88.5	86.5
% schools with no teacher present	2.9	0.0	0.3	0.0
% schools with all teachers present	80.0	0.0	70.7	57.7

Children's attendance	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
% enrolled children attending (average)	75.8	97.7	70.9	72.7
% schools with less than 50% enrolled children attending	14.5	0.0	14.5	9.1
% schools with 75% and more enrolled children attending	52.1	100.0	48.0	48.5

Pupil teacher ratio (median)	2005		2007	
	Std. 1-4/5*	Std. 1-8	Std. 1-4/5	Std. 1-8
Based on children enrolled & teachers appointed	41.0	0.0	32.9	23.8
Based on children & teachers present	32.0	0.0	27.0	21.1

School grants and teacher grants	2006		2007*	
	Std. 2	Std. 4	Std. 2	Std. 4
	% Schools			
Teacher received TLM grant	83.5	82.8	77.9	75.3
School received school maintenance grant	66.3		62.8	

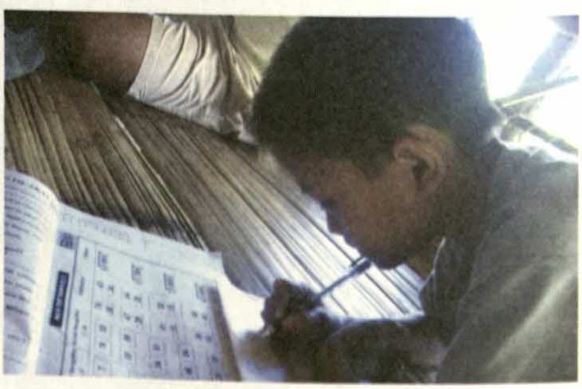
Water/toilet and midday meal	2005		2007	
	Std. 1-4/5*	Std. 1-8	Std. 1-4/5	Std. 1-8
	% Schools			
Schools with no water provision	27.7	100.0	21.2	11.8
Schools with water provision but water not available	12.6	0.0	18.5	11.8
Schools with water provision and water available	59.7	0.0	60.3	76.5
Schools with no toilet provision	66.1	0.0	49.2	38.2
Schools with toilet provision but not being used	5.9	0.0	16.1	20.6
Schools with toilet provision and use	28.0	100.0	34.7	41.2
Schools with midday meal being served on that day	37.2	100.0	92.4	87.9

Multigrade classes	2007	
	Std. 1-4/5	Std. 1-8
Schools in which...	% Schools	
Std II class sits with another class	38.9	37.9
Std IV class sits with another class	34.1	38.7

Over 90% classes that were visited have blackboards. In well over 80% of the Std 2 classes, most children have text books, pens or pencils and note books. In about 90% of the Std 2 classes, most children have text books, pens or pencils and note books.

Please note that while 2005 data was collected during ASER 2005, 2006 data reported in the Grants table was collected in ASER 2007 by asking for last year's grant information to the respondent.

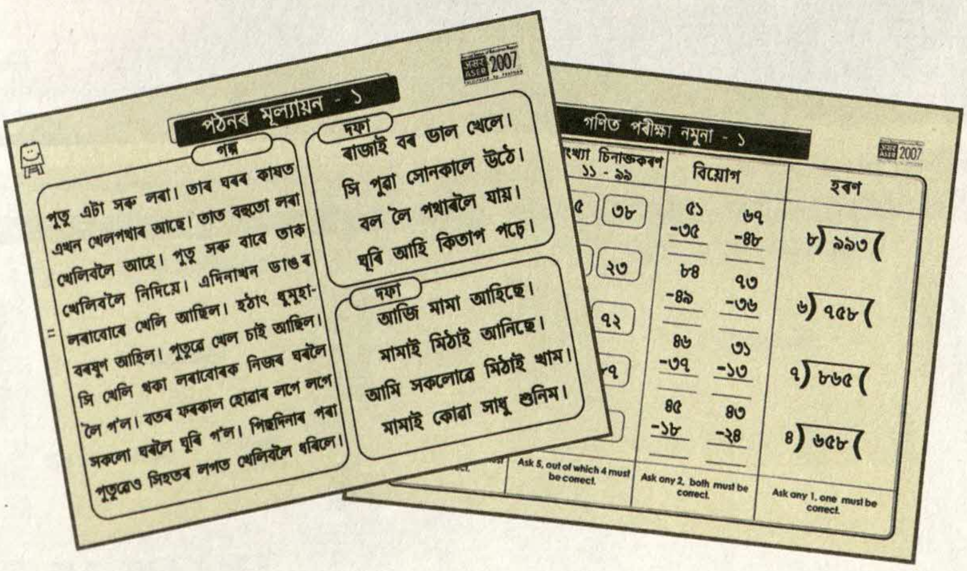
Note: ASER 2007 survey was carried out in October and November 2007. One govt. school with primary grades was visited in the sampled village. If there was more than one govt. school with primary grades, then the school with the highest enrollment was visited. Hence the schools visited in the survey do not represent a random sample from the district. The school visits were generally done either on a Saturday or a Monday.



*Grants for 2007 may be lower than 2006 since the survey was conducted in the middle of the year.

Performance of districts

District	Pre- school	Out of school	Private school	Std 1-2 : Learning levels			Std 3-5 : Learning levels		
	% Children (Age 3-4) in **Anganwadi** or **other pre-school**	% Children (Age 6-14) **Out of school**	% Children (Age 6-14) in **Private school**	% Children (Std 1-2) who **CAN READ** letters, words or more in **OWN LANGUAGE**	% Children (Std 1-2) who **CAN RECOGNIZE NUMBERS** (1-9) or more	% Children (Std 1-2) who **CAN READ** letters or more in **ENGLISH**	% Children (Std 3-5) who **CAN READ** Level 1 (Std 1) text or more in **OWN LANGUAGE**	% Children (Std 3-5) who **CAN SUBTRACT** or do more	% Children (Std 3-5) who **CAN READ** sentences in **ENGLISH**
Kokrajhar	89.3	2.8	16.3	79.6	78.3	17.9	75.2	68.9	13.3
Dhubri	56.1	8.1	11.7	82.5	88.6	11.2	59.2	55.6	6.3
Goalpara	72.5	6.4	12.1	68.6	78.5	20.6	39.3	30.3	6.3
Bongaigaon	27.1	2.5	16.1	90.5	93.0	26.3	69.1	62.3	12.5
Barpeta	83.7	1.6	11.0	90.5	83.9	30.3	73.8	67.4	15.2
Kamrup	78.3	3.4	11.7	87.2	94.3	34.6	71.6	52.8	10.7
Nalbari	92.8	7.1	6.2	95.6	88.5	67.1	68.9	71.9	42.4
Darrang	65.0	7.0	14.9	75.6	73.6	15.7	69.3	61.0	7.7
Marigaon	72.9	4.3	10.1	74.4	69.5	18.2	63.2	57.9	15.6
Nagaon	90.7	8.4	5.8	87.4	86.0	28.3	68.2	63.2	13.9
Sonitpur	80.7	7.2	13.5	52.9	64.7	21.5	51.4	38.0	14.6
Lakhimpur	56.4	3.6	10.3	88.9	93.5	45.5	79.2	69.1	21.5
Dhemaji	71.3	4.0	11.8	77.4	81.8	13.4	69.3	63.2	9.9
Tinsukia	79.4	10.8	24.3	80.3	82.7	16.9	67.3	50.3	6.9
Dibrugarh	58.6	9.3	13.8	91.8	86.8	49.7	60.7	56.9	21.5
Sivasagar	54.2	6.3	9.1	85.3	87.9	36.7	79.3	64.0	14.1
Jorhat	94.0	2.9	14.7	93.9	82.8	55.2	80.0	61.8	18.0
Golaghat	76.9	4.4	13.9	79.7	78.3	18.6	54.7	44.4	14.5
Karbi Anglang	50.5	10.5	13.2	80.7	79.8	56.6	59.8	62.3	10.4
North Cachar Hill*	41.5	37.9	13.4	95.2	92.1		69.7	90.9	
Cachar	55.8	11.4	8.7	94.1	96.6	76.1	68.5	82.8	16.6
Karimganj	31.0	9.4	3.4	90.8	86.5	56.5	51.6	46.3	20.7
Hailakandi	22.4	17.2	7.4	83.6	84.6	35.0	57.4	54.7	11.5
Total	**71.1**	**6.9**	**11.5**	**82.0**	**83.1**	**31.0**	**65.9**	**58.7**	**14.0**



* Blank cells indicate insufficient data.



MEGHALAYA RURAL

All analysis based on data from 6 out of 7 districts

Enrollment

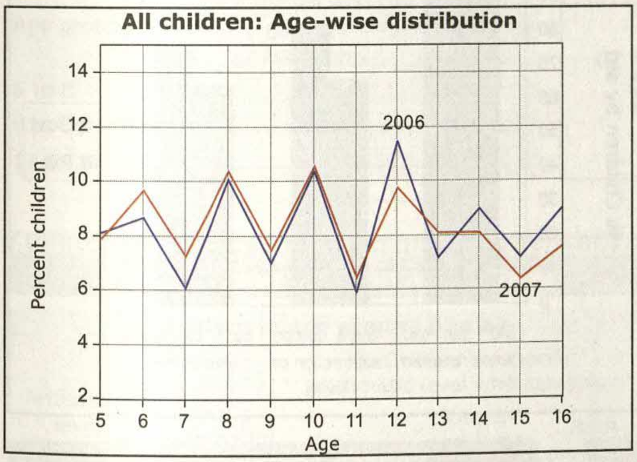
School enrollment and out of school children 2006 vs. 2007

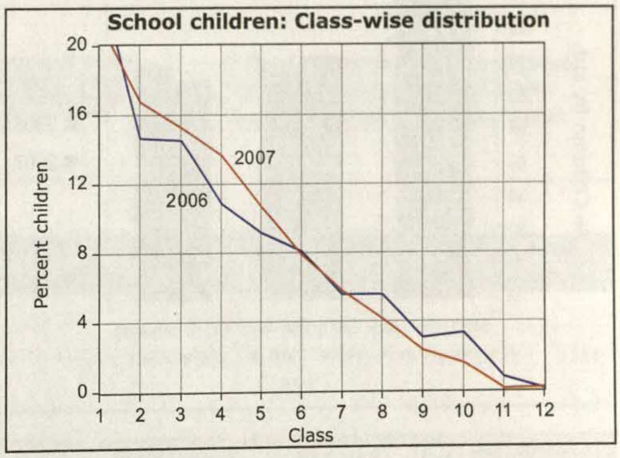
	2006					2007				
	% Children in each age group in different types of schools			% Out of school		% Children in each age group in different types of schools			% Out of school	
	Govt.	Pvt.	Other (Madarsa + EGS)	Not in School	Total	Govt.	Pvt.	Other (Madarsa + EGS)	Not in School	Total
Age: 6 -14 ALL	50.0	42.8	0.5	6.8	100	49.1	40.3	3.0	7.5	100
Age: 7-16 ALL	49.7	40.4	0.6	9.4	100	47.1	40.1	2.5	10.3	100
Age: 7- 10 ALL	48.4	45.5	0.5	5.7	100	50.5	39.5	3.4	6.6	100
Age: 7-10 BOYS	50.2	41.9	0.3	7.6	100	49.9	39.7	3.5	6.9	100
Age: 7-10 GIRLS	46.5	49.1	0.6	3.8	100	51.2	39.3	3.2	6.3	100
Age: 11-14 ALL	51.1	40.3	0.5	8.1	100	47.2	41.8	2.1	9.0	100
Age: 11-14 BOYS	52.1	36.4	0.5	11.0	100	44.4	41.8	2.3	11.5	100
Age: 11-14 GIRLS	50.1	44.0	0.5	5.4	100	50.0	41.8	1.9	6.4	100
Age: 15-16 ALL	49.3	29.9	1.0	19.8	100	38.4	37.5	1.4	22.7	100
Age: 15-16 BOYS	50.6	26.2	1.0	22.2	100	39.2	33.0	2.0	25.8	100
Age: 15-16 GIRLS	47.9	34.0	1.0	17.1	100	37.6	42.2	0.7	19.4	100

Note: "Not in school" includes children who have never gone to school or have dropped out.

Age and Class

Age-wise and class-wise distribution of children in sample





Young Children

In pre-school (Balwadi/Anganwadi) or in school 2006 vs. 2007

	2006						2007					
	% Children						% Children					
	In balwadi or anganwadi	In School			Not going anywhere	Total	In balwadi or anganwadi	In School			Not going anywhere	Total
		Govt.	Pvt.	Other School				Govt.	Pvt.	Other School		
Age: 3 ALL	66.4				33.6	100	63.2				36.8	100
Age: 4 ALL	76.3				23.7	100	71.5				28.5	100
Age: 5 ALL	23.7	24.0	34.2	0.0	18.1	100	22.0	33.1	27.5	2.5	14.9	100
Age: 6 ALL	10.4	44.9	35.7	0.3	8.6	100	8.6	44.9	33.7	4.5	8.3	100

Learning Level

Reading level: % Children who can read

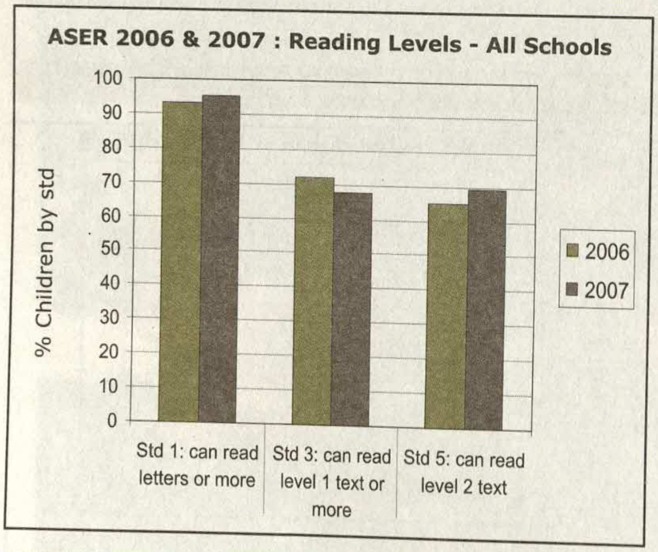
Std.	Nothing	Letter	Word	Level 1 (Std 1) Text	Level 2 (Std 2 text)	Total
I	5.0	36.1	34.0	17.2	7.8	100
II	1.2	15.1	36.6	21.5	25.6	100
III	0.8	3.5	28.0	30.1	37.6	100
IV	0.4	1.1	8.5	25.0	65.1	100
V	0.0	0.9	5.4	24.2	69.4	100
VI	0.2	0.9	3.0	14.0	81.9	100
VII	1.2	0.0	0.4	3.2	95.2	100
VIII	0.0	0.0	0.9	1.3	97.8	100
Total	1.6	11.9	21.1	20.3	45.2	100

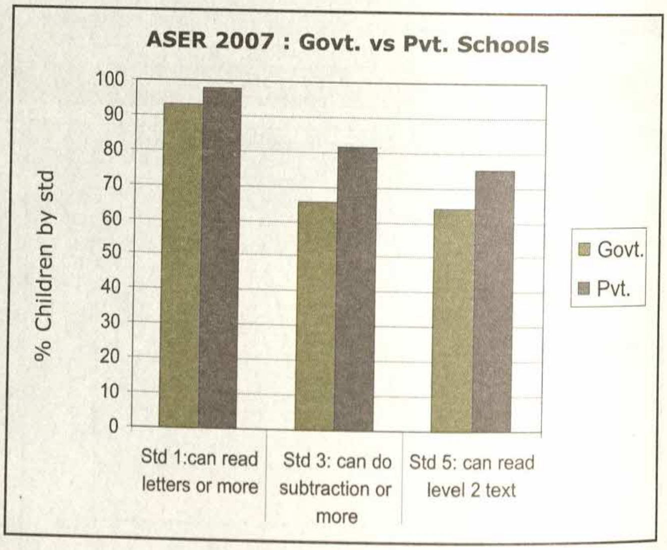
Arithmetic level: % Children who can

Std.	Nothing	Recognize Numbers 1-9	Recognize Numbers 10-99	Subtract	Divide	Total
I	5.0	27.4	45.9	19.9	1.8	100
II	1.3	6.6	47.1	36.3	8.7	100
III	0.8	4.6	23.5	42.4	28.7	100
IV	0.9	1.1	7.7	26.6	63.7	100
V	0.0	0.7	3.9	28.5	66.9	100
VI	0.5	0.5	1.1	25.5	72.5	100
VII	0.0	0.0	0.0	10.3	89.7	100
VIII	0.8	0.0	0.0	9.0	90.2	100
Total	1.7	8.4	24.4	27.9	37.6	100

Only subtraction and division data comparable with previous ASER.

Comparisons





English reading level: % Children who

Std.	Cannot read capital letters	Can read capital letters	Can read small letters	Can read simple words	Can read easy sentences	Total
I	14.6	27.3	28.4	23.4	6.3	100
II	6.7	16.4	16.7	43.1	17.2	100
III	1.6	8.3	6.8	43.4	39.9	100
IV	0.4	3.3	1.8	27.2	67.3	100
V	1.2	1.1	1.6	29.2	66.9	100
VI	1.5	0.6	0.3	18.8	78.9	100
VII	0.0	0.0	0.0	3.4	96.7	100
VIII	0.6	0.0	0.0	2.7	96.8	100
Total	5.3	11.6	11.4	29.5	42.2	100

English comprehension

Std.	Of those who can read words, % who can tell meaning of the words	Of those who can read sentences, % who can tell meaning of sentences
I	55.0	67.2
II	55.1	71.3
III	73.4	65.2
IV	78.1	84.9
V	90.3	91.5
VI	87.4	95.8
VII	100.0	96.4
VIII	100.0	94.4
Total	68.2	84.8

Comprehension & Problem solving

Ability of children by reading level to read and answer orally

Children in age group : 6 to 10

Reading level	% Children in specific reading level	% at each level who can orally answer questions: based on Std 1 level text only	% at each level who can orally answer questions: based on Std 2 level text
Word	29.3	20.0	6.1
Std 1 level text	21.5	69.4	22.0
Std 2 level text	26.9	96.2	87.3

Children in age group : 11 to 14

Reading level	% Children in specific reading level	% at each level who can orally answer questions: based on Std 1 level text only	% at each level who can orally answer questions: based on Std 2 level text
Word	16.2	25.9	10.8
Std 1 level text	20.0	79.2	27.9
Std 2 level text	57.3	98.2	94.6

Ability of children by age to listen to a subtraction problem and answer

In-school children

Age group	% Children who can solve: None	Simple problem only	Both problems
6 to 8	71.1	5.6	22.9
9 to 10	44.2	12.3	43.1
11 to 14	23.7	9.6	66.4

Children not in-school

Age group	% Children who can solve: None	Simple problem only	Both problems
6 to 8	97.0	3.0	0.0
9 to 10	65.6	0.0	34.4
11 to 14	48.6	5.8	45.6

Silme skulchi re·na namnikachim.

Uamang skulni dal·gipa dringo poralachim.

Silmeo Jola aro lekka kingsa donga.

Uno pen ge·saba dongachim.

Q. 1) Ranio mairang donga ?
Q. 2) Rani maiko namnika ?

Ka Mary ka dei ka khynnah ba dang rit. Ka don u khun mynriew ba itynnat bha. ka sngwtynnad ban ialehkai bad la u khun mynriew. Ha kawei ka sngi une u khun mynriew u hap na kti jong ka ha madan. U la pait lyngkhot lyngkhai. Ka Mary ka la sngewsih bha. Ka La iam tyngeh. ka kmie jong ka, ka ai la ka da uwei u khun mynriew. Mynta ka la kmen blang.

Q.no.1:- Kaei ba ka Mary ka sngewtynnad ban lah?
Q.no.2:- Balei ka Mary ka sngewsih?

(1) Nang·o tangka gong 50 donga aro na·a tangka gong 15-ni pen ge sako breaha. Indide nang·o badita tangka dongengkua?

2) Phi don 50 tungka. Na kata phi thied jhur haka dor ba 37 tyngka. Katno tyngka ka pise ka sah bad phi mynta?

Ability of children by arithmetic level to listen to a subtraction problem and answer

Children in age group : 6 to 10

Arithmetic level	% Children in specific arithmetic level	% Children in specific arithmetic level who can solve: None	Simple problem only	Both problems
Number recognition 10-99	35.5	86.1	9.9	3.3
Subtraction	28.8	31.0	14.8	53.7
Division	18.4	4.8	2.9	92.3

Children in age group : 11 to 14

Arithmetic level	% Children in specific arithmetic level	% Children in specific arithmetic level who can solve: None	Simple problem only	Both problems
Number recognition 10-99	17.2	83.9	7.4	8.2
Subtraction	28.1	18.4	24.9	56.0
Division	50.5	1.2	2.0	96.7

School going children attending tuition class

Std.	I	II	III	IV	V	VI	VII	VIII
	% Children							
Govt. school	3.0	6.2	4.3	3.9	8.4	14.9	15.7	11.0
Pvt. school	23.7	28.0	25.8	29.9	24.7	29.9	37.3	34.6



MEGHALAYA RURAL

School Observations: Schools visited - Primary (Std 1-4/5): 93; Primary+Upper-primary (Std 1-8): 9

Teacher attendance	2005 Std. 1-4/5	2005 Std. 1-8	2007 Std. 1-4/5	2007 Std. 1-8
% teachers attending (average)	Insufficient Data		93.0	91.1
% schools with no teacher present			1.4	0.0
% schools with all teachers present			84.5	60.0

Children's attendance	2005 Std. 1-4/5	2005 Std. 1-8	2007 Std. 1-4/5	2007 Std. 1-8
% enrolled children attending (average)	Insufficient Data		85.5	85.6
% schools with less than 50% enrolled children attending			0.0	0.0
% schools with 75% and more enrolled children attending			86.8	100.0

Pupil teacher ratio (median)	2005 Std. 1-4/5*	2005 Std. 1-8	2007 Std. 1-4/5	2007 Std. 1-8
Based on children enrolled & teachers appointed	Insufficient Data		19.8	23.0
Based on children & teachers present			18.2	19.5

School grants and teacher grants	2006 Std. 2	2006 Std. 4	2007* Std. 2	2007* Std. 4
	% Schools			
Teacher received TLM grant	42.1	30.1	22.1	21.9
School received school maintenance grant	41.7		21.6	

Water/toilet and midday meal	2005 Std. 1-4/5*	2005 Std. 1-8	2007 Std. 1-4/5	2007 Std. 1-8
	% Schools			
Schools with no water provision	Insufficient Data		64.1	62.5
Schools with water provision but water not available			10.9	12.5
Schools with water provision and water available			25.0	25.0
Schools with no toilet provision	Insufficient Data		51.7	22.2
Schools with toilet provision but not being used			12.4	22.2
Schools with toilet provision and use			36.0	55.6
Schools with midday meal being served on that day	Insufficient Data		87.8	88.9

Multigrade classes	2007 Std. 1-4/5	2007 Std. 1-8
Schools in which...	% Schools	
Std II class sits with another class	55.4	50.0
Std IV class sits with another class	48.8	25.0

Over 90% classes that were visited have blackboards. In about 75% of the Std 2 classes, most children have text books, pens or pencils and note books. In about 80% of the Std 2 classes, most children have text books, pens or pencils and note books.

Please note that while 2005 data was collected during ASER 2005, 2006 data reported in the Grants table was collected in ASER 2007 by asking for last year's grant information to the respondent.

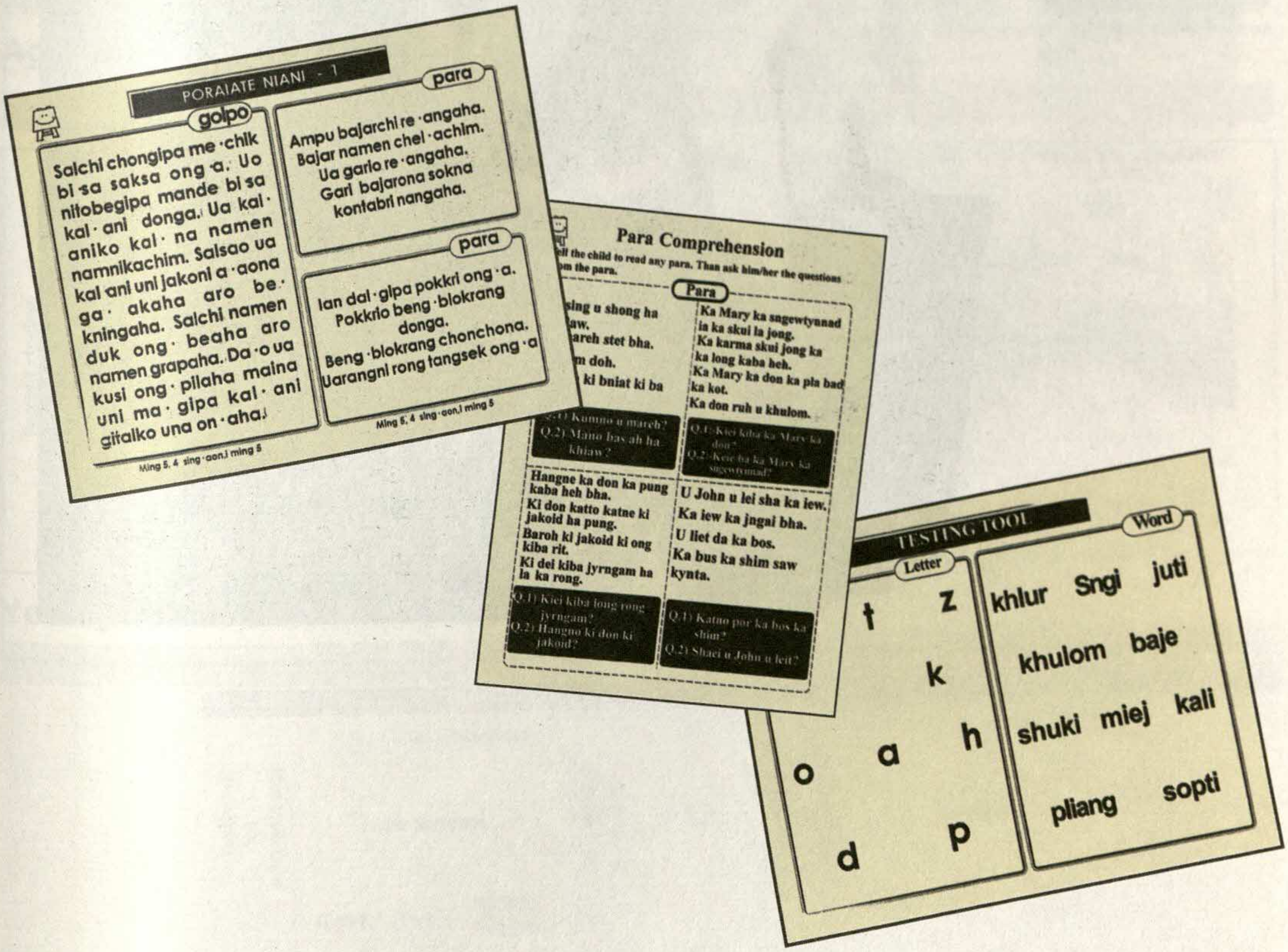
Note: ASER 2007 survey was carried out in October and November 2007. One govt. school with primary grades was visited in the sampled village. If there was more than one govt. school with primary grades, then the school with the highest enrollment was visited. Hence the schools visited in the survey do not represent a random sample from the district. The school visits were generally done either on a Saturday or a Monday.



*Grants for 2007 may be lower than 2006 since the survey was conducted in the middle of the year.

Performance of districts

District	Pre- school	Out of school	Private school	Std 1-2 : Learning levels			Std 3-5 : Learning levels		
	% Children (Age 3-4) in **Anganwadi** or **other pre-school**	% Children (Age 6-14) **Out of school**	% Children (Age 6-14) in **Private school**	% Children (Std 1-2) who **CAN READ** letters, words or more in **OWN LANGUAGE**	% Children (Std 1-2) who **CAN RECOGNIZE NUMBERS** (1-9) or more	% Children (Std 1-2) who **CAN READ** letters or more in **ENGLISH**	% Children (Std 3-5) who **CAN READ** Level 1 (Std 1) text or more in **OWN LANGUAGE**	% Children (Std 3-5) who **CAN SUBTRACT** or do more	% Children (Std 3-5) who **CAN READ** sentences in **ENGLISH**
West Garo Hills*		9.9	21.5	97.5	97.2	90.1	75.6	77.0	39.4
East Garo Hills	91.4	4.8	14.0	86.8	83.6	78.9	77.7	64.9	46.2
West Khasi Hills	96.0	5.8	47.5	99.5	99.5	97.0	59.9	86.3	16.4
Ri Bhoi*	93.0	3.6	40.7	93.8	93.5		91.0	96.4	
East Khasi Hills	82.6	4.8	69.4	97.2	98.8	99.1	91.3	93.7	84.3
Jaintia Hills	24.0	14.2	31.9	99.2	100.0	74.6	99.3	98.9	81.9
Total	**67.4**	**7.5**	**40.3**	**96.7**	**96.7**	**88.9**	**82.2**	**84.2**	**56.3**



* Blank cells indicate insufficient data.


ITALY

MANIPUR RURAL

All analysis based on data from 9 out of 9 districts

Enrollment

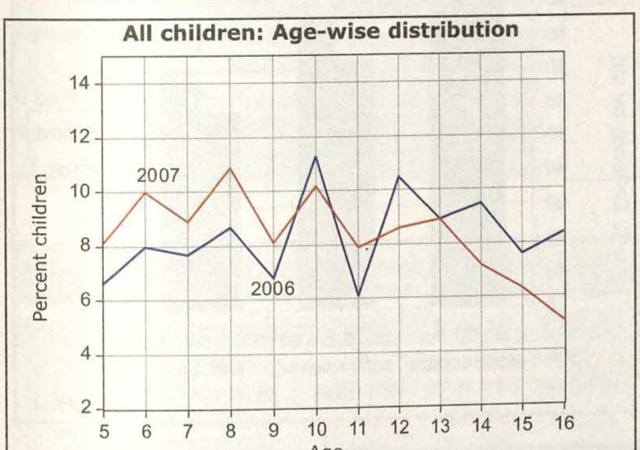
School enrollment and out of school children 2006 vs. 2007

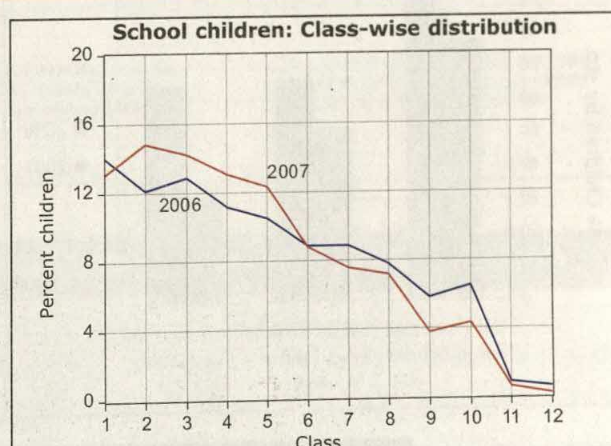
	2006					2007				
	% Children in each age group in different types of schools			% Out of school		% Children in each age group in different types of schools			% Out of school	
	Govt.	Pvt.	Other (Madarsa + EGS)	Not in School	Total	Govt.	Pvt.	Other (Madarsa + EGS)	Not in School	Total
Age: 6 -14 ALL	35.1	58.7	0.6	5.6	100	36.8	57.3	1.4	4.5	100
Age: 7-16 ALL	35.3	56.7	0.5	7.6	100	34.6	57.8	1.6	6.0	100
Age: 7- 10 ALL	35.1	59.3	0.8	4.8	100	38.4	57.5	0.7	3.4	100
Age: 7-10 BOYS	35.6	59.6	0.7	4.1	100	39.9	56.2	0.7	3.2	100
Age: 7-10 GIRLS	34.7	59.1	0.8	5.5	100	36.7	59.0	0.7	3.7	100
Age: 11-14 ALL	35.4	57.8	0.4	6.5	100	33.3	58.0	2.3	6.5	100
Age: 11-14 BOYS	33.0	59.6	0.5	6.9	100	32.9	58.1	3.1	5.9	100
Age: 11-14 GIRLS	38.0	55.7	0.3	5.9	100	33.8	57.8	1.3	7.1	100
Age: 15-16 ALL	35.3	48.5	0.2	16.0	100	25.5	58.5	2.5	13.5	100
Age: 15-16 BOYS	33.6	48.9	0.3	17.2	100	23.4	61.7	3.7	11.3	100
Age: 15-16 GIRLS	37.3	48.1	0.1	14.5	100	27.9	55.0	1.1	16.0	100

Note: "Not in school" includes children who have never gone to school or have dropped out.

Age and Class

Age-wise and class-wise distribution of children in sample





Young Children

In pre-school (Balwadi/Anganwadi) or in school 2006 vs. 2007

	2006						2007					
	% Children						% Children					
	In balwadi or anganwadi	In School			Not going anywhere	Total	In balwadi or anganwadi	In School			Not going anywhere	Total
		Govt.	Pvt.	Other School				Govt.	Pvt.	Other School		
Age: 3 ALL	76.0				24.0	100	80.5				19.5	100
Age: 4 ALL	70.7				29.3	100	78.7				21.3	100
Age: 5 ALL	23.4	24.7	42.7	0.6	8.6	100	25.0	29.9	37.2	3.4	4.5	100
Age: 6 ALL	3.3	32.5	57.5	0.7	6.1	100	4.8	39.5	51.0	1.0	3.7	100

Learning Level

Reading level: % Children who can read

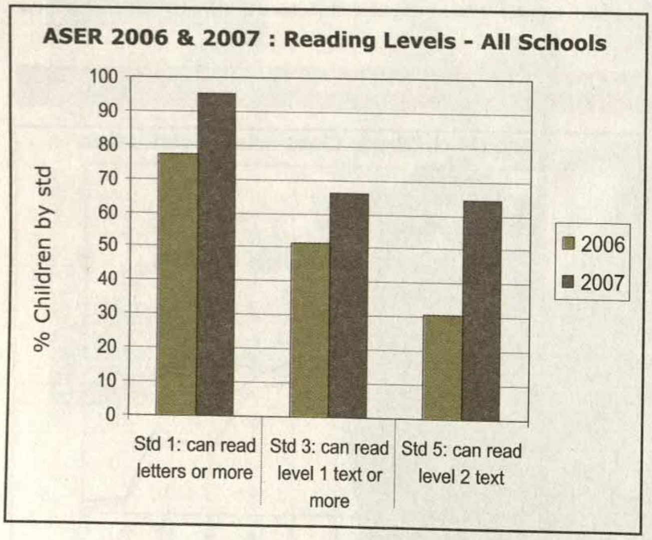
Std.	Nothing	Letter	Word	Level 1 (Std 1) Text	Level 2 (Std 2 text)	Total
I	4.5	42.2	39.1	11.6	2.6	100
II	1.5	15.1	45.2	27.7	10.6	100
III	1.0	6.7	26.3	37.3	28.7	100
IV	0.9	4.9	13.2	26.9	54.0	100
V	0.2	3.4	9.5	22.2	64.8	100
VI	0.8	1.3	6.4	16.1	75.4	100
VII	1.2	0.8	3.7	11.4	82.9	100
VIII	0.4	0.7	2.3	8.5	88.1	100
Total	1.4	10.9	21.2	22.0	44.5	100

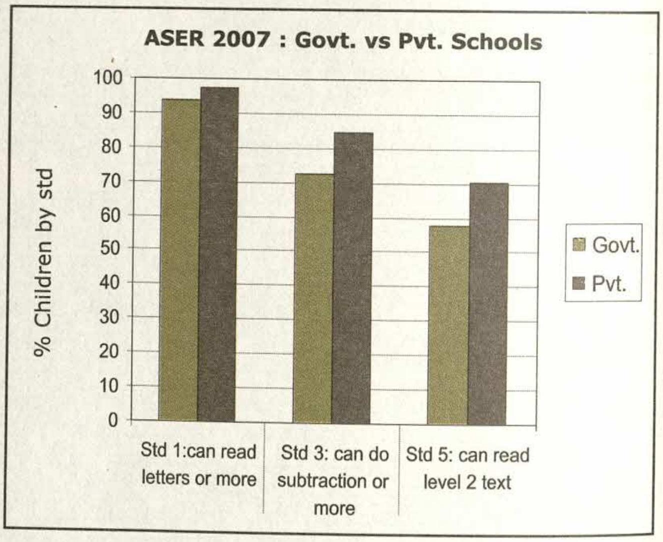
Arithmetic level: % Children who can

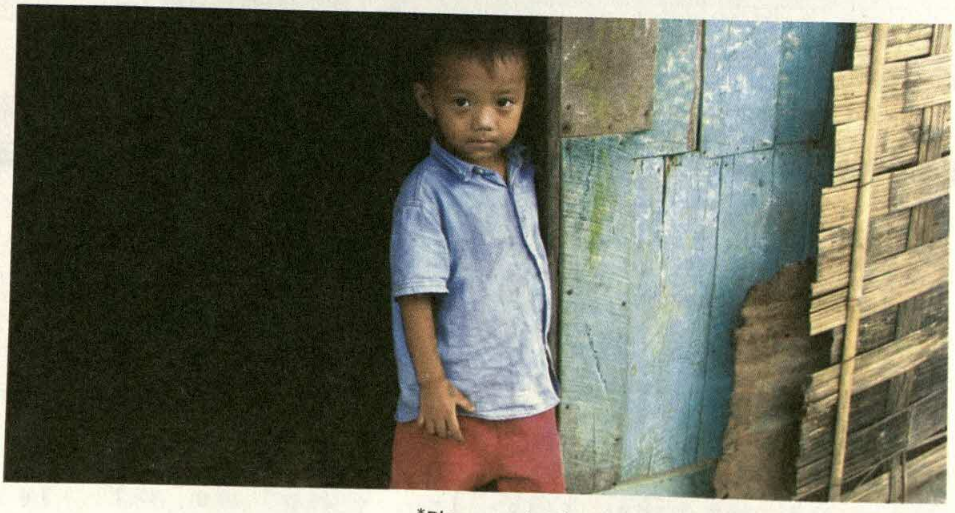
Std.	Nothing	Recognize Numbers 1-9	Recognize Numbers 10-99	Subtract	Divide	Total
I	3.8	16.7	63.0	14.2	2.3	100
II	0.6	7.1	43.3	40.5	8.6	100
III	1.0	4.2	16.5	51.7	26.6	100
IV	0.9	3.9	8.2	35.2	51.8	100
V	0.8	2.7	5.6	23.3	67.6	100
VI	0.7	1.1	4.2	16.3	77.8	100
VII	0.8	1.0	3.0	11.0	84.4	100
VIII	0.7	0.5	1.6	6.8	90.5	100
Total	1.2	5.3	21.2	27.8	44.4	100

Only subtraction and division data comparable with previous ASER.

Comparisons







*Please note that Manipur has insufficient data to report English results

Comprehension & Problem solving

Ability of children by reading level to read and answer orally

Children in age group : 6 to 10

Reading level	% Children in specific reading level	% at each level who can orally answer questions	
		based on Std 1 level text only	based on Std 2 level text
Word	30.1	6.3	4.3
Std 1 level text	26.1	56.8	22.0
Std 2 level text	27.0	87.1	77.3

Children in age group : 11 to 14

Reading level	% Children in specific reading level	% at each level who can orally answer questions	
		based on Std 1 level text only	based on Std 2 level text
Word	9.4	21.4	19.6
Std 1 level text	19.1	53.9	26.0
Std 2 level text	67.9	93.7	82.9

Ability of children by age to listen to a subtraction problem and answer

In-school children

Age group	% Children who can solve		
	None	Simple problem only	Both problems
6 to 8	66.1	7.9	23.9
9 to 10	29.8	9.0	58.6
11 to 14	11.3	5.8	80.7

Children not in-school

Age group	% Children who can solve		
	None	Simple problem only	Both problems
6 to 8	93.7	0.0	6.3
9 to 10	71.5	3.2	23.0
11 to 14	32.9	4.1	62.0

ঐখোয়গী ইংখোলদা হৈনৌ পাম্বী হৌই।
হৈনৌ য়াম্না পানজি।
মদুগী মখোঙদা শান্নৈ।
হৈনৌ কেনবদা ঐখোয়না চায়।

Q. 1) ইংখোলদা করি হৌই?
Q. 2) হৈনৌ কনানা চায়?

[illegible]

Q. 3) [illegible]
Q. 4) [illegible]

1) You have Rs.50. From that you buy books for Rs.25. How much money do you have left with you now?

2) You have Rs.50. From that you buy crackers for Rs.35. How much money do you have left with you now?

Ability of children by arithmetic level to listen to a subtraction problem and answer

Children in age group : 6 to 10

Arithmetic level	% Children in specific arithmetic level	% Children in specific arithmetic level who can solve		
		None	Simple problem only	Both problems
Number recognition 10-99	30.8	78.1	7.0	12.5
Subtraction	34.3	50.9	12.1	34.9
Division	26.8	8.7	7.0	82.0

Children in age group : 11 to 14

Arithmetic level	% Children in specific arithmetic level	% Children in specific arithmetic level who can solve		
		None	Simple problem only	Both problems
Number recognition 10-99	6.3	48.0	5.7	42.1
Subtraction	22.0	23.2	10.4	63.2
Division	68.9	2.8	4.2	91.5

School going children attending tuition class

% Children								
Std.	I	II	III	IV	V	VI	VII	VIII
Govt. school	17.5	18.0	19.3	25.7	24.1	26.5	28.8	35.8
Pvt. school	43.3	52.3	52.9	53.6	58.3	53.6	59.4	59.9



School Observations: Schools visited - Primary (Std 1-4/5): 97; Primary+Upper-primary (Std 1-8): 34

Teacher attendance	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
% teachers attending (average)	Insufficient Data		90.3	83.3
% schools with no teacher present			0.0	0.0
% schools with all teachers present			61.4	24.1

Children's attendance	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
% enrolled children attending (average)	Insufficient Data		77.6	79.6
% schools with less than 50% enrolled children attending			11.3	12.9
% schools with 75% and more enrolled children attending			62.5	74.2

Pupil teacher ratio (median)	2005		2007	
	Std. 1-4/5*	Std. 1-8	Std. 1-4/5	Std. 1-8
Based on children enrolled & teachers appointed	Insufficient Data		15.8	15.2
Based on children & teachers present			14.0	14.6

School grants and teacher grants	2006		2007*	
	Std. 2	Std. 4	Std. 2	Std. 4
	% Schools			
Teacher received TLM grant	47.4	39.2	12.9	13.8
School received school maintenance grant	53.4		26.6	

Water/toilet and midday meal	2005		2007	
	Std. 1-4/5*	Std. 1-8	Std. 1-4/5	Std. 1-8
	% Schools			
Schools with no water provision	Insufficient Data		91.6	74.2
Schools with water provision but water not available			2.1	3.2
Schools with water provision and water available			6.3	22.6
Schools with no toilet provision	Insufficient Data		55.8	28.1
Schools with toilet provision but not being used			13.7	15.6
Schools with toilet provision and use			30.5	56.3
Schools with midday meal being served on that day	Insufficient Data		78.7	75.0

Multigrade classes	2007	
	Std. 1-4/5	Std. 1-8
Schools in which...	% Schools	
Std II class sits with another class	19.2	6.1
Std IV class sits with another class	10.3	9.4

Over 90% classes that were visited have blackboards. In about 75% of these classes most children have text books and pens or pencils and in close to 60% of these classes children had note books.

Please note that while 2005 data was collected during ASER 2005, 2006 data reported in the Grants table was collected in ASER 2007 by asking for last year's grant information to the respondent.

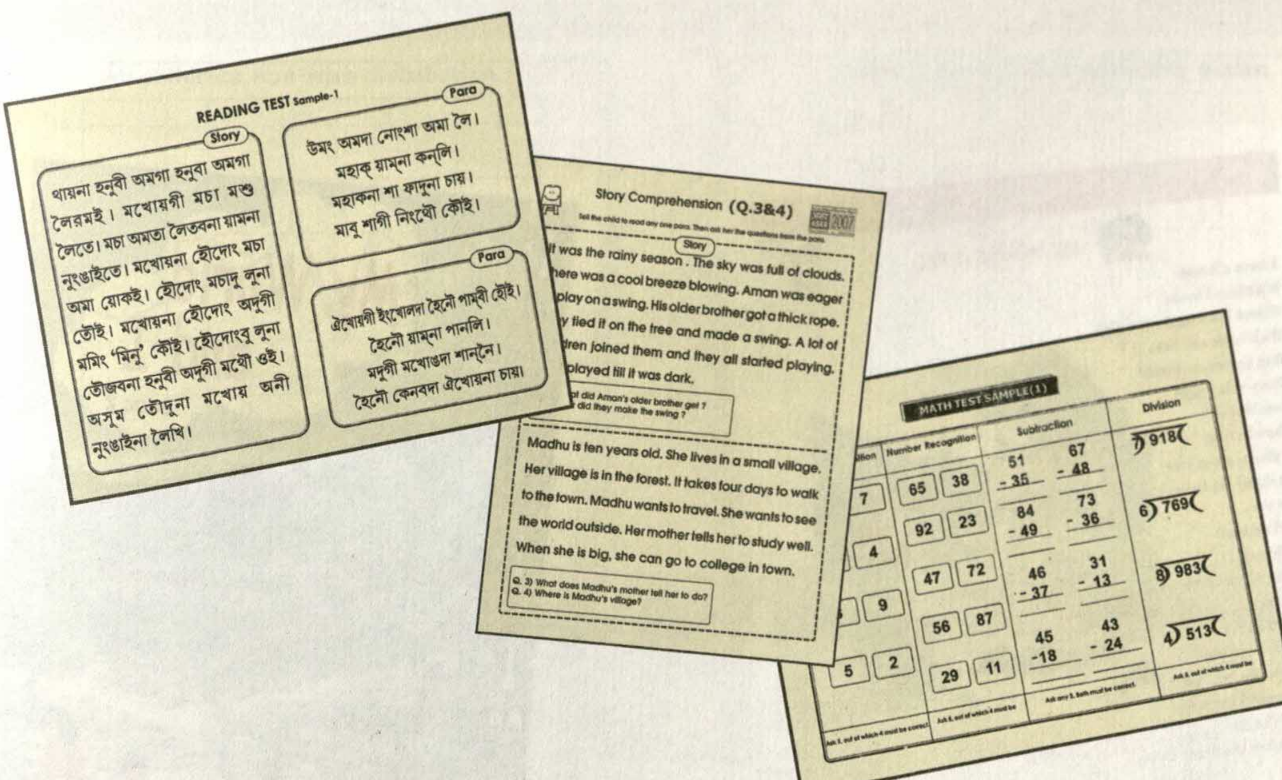
Note: ASER 2007 survey was carried out in October and November 2007. One govt. school with primary grades was visited in the sampled village. If there was more than one govt. school with primary grades, then the school with the highest enrollment was visited. Hence the schools visited in the survey do not represent a random sample from the district. The school visits were generally done either on a Saturday or a Monday.



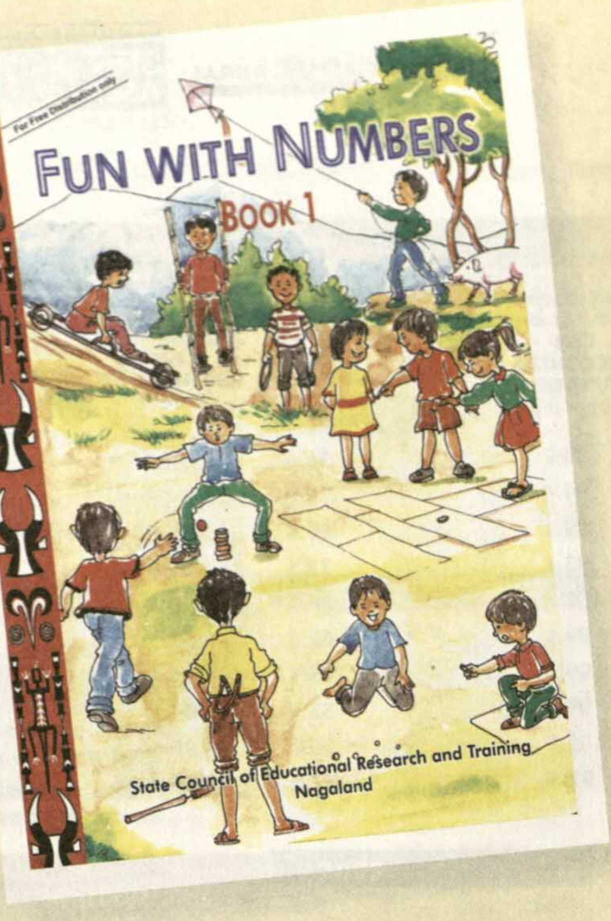
*Grants for 2007 may be lower than 2006 since the survey was conducted in the middle of the year.

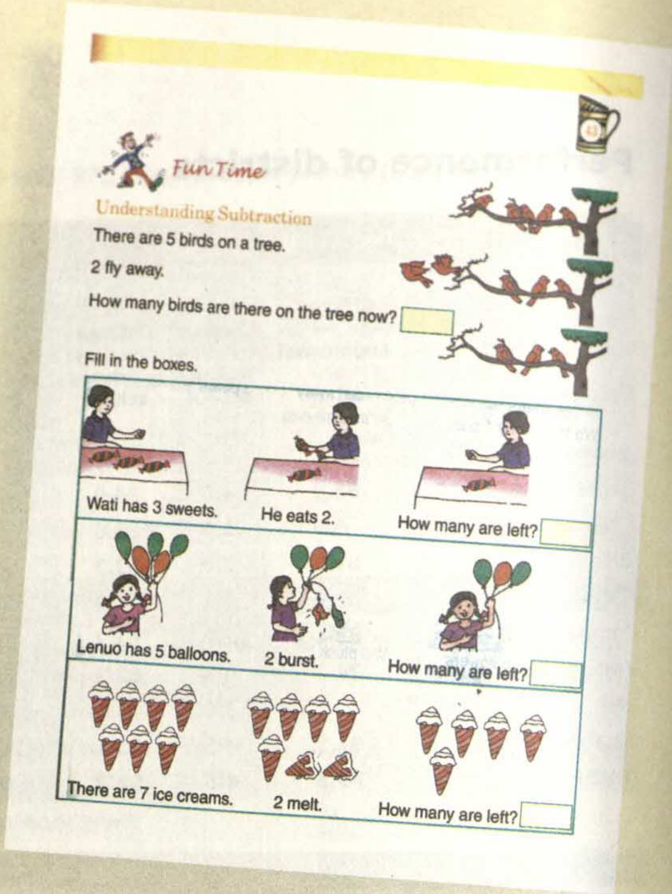
Performance of districts

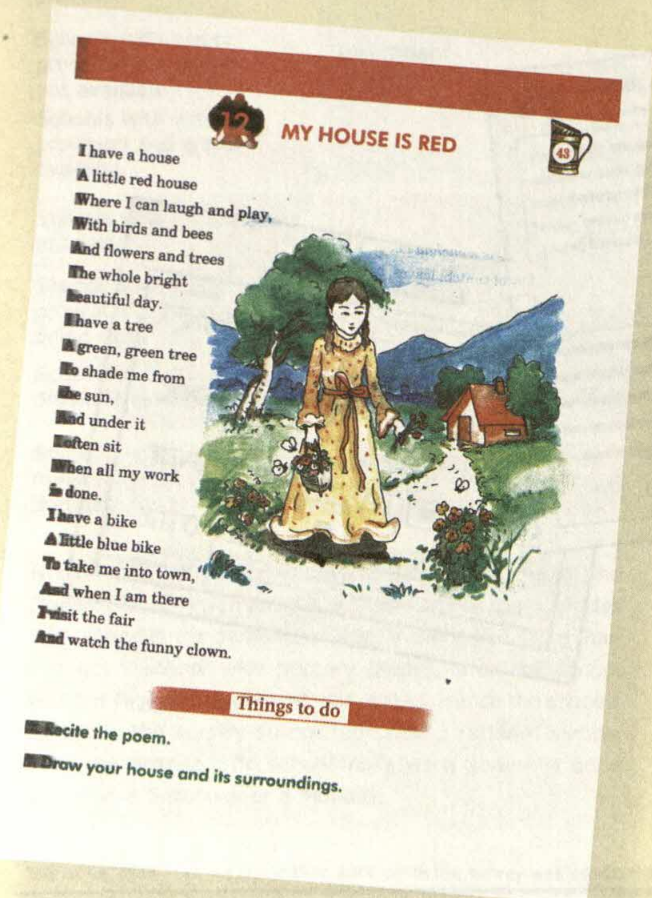
	Pre- school	Out of school	Private school	Std 1-2 : Learning levels			Std 3-5 : Learning levels		
District	% Children (Age 3-4) in **Anganwadi** or **other pre-school**	% Children (Age 6-14) **Out of school**	% Children (Age 6-14) in **Private school**	% Children (Std 1-2) who **CAN READ** letters, words or more in **OWN LANGUAGE**	% Children (Std 1-2) who **CAN RECOGNIZE NUMBERS** (1-9) or more	% Children (Std 1-2) who **CAN READ** letters or more in **ENGLISH****	% Children (Std 3-5) who **CAN READ** Level 1 (Std 1) text or more in **OWN LANGUAGE**	% Children (Std 3-5) who **CAN SUBTRACT** or do more	% Children (Std 3-5) who **CAN READ** sentences in **ENGLISH****
Senapati	80.8	9.0	42.6	84.1	89.2		36.3	53.8	
Tamenglong	86.9	4.5	34.9	99.1	99.4		75.9	77.9	
Churachandpur	6.9	1.6	83.6	98.6	99.1		96.4	90.0	
Bishnupur	61.0	7.0	62.3	93.9	93.1		72.1	85.4	
Thoubal	97.9	0.7	64.7	100.0	100.0		96.1	99.5	
Imphal West	83.1	12.2	63.7	97.0	99.0		62.8	81.3	
Imphal East	77.2	0.8	62.2	100.0	100.0		75.1	84.1	
Ukhrul*		3.0	43.1	99.4	99.7		81.5	94.4	
Chandel	91.3	4.5	33.1	100.0	100.0		94.7	96.1	
Total	**79.5**	**4.5**	**57.3**	**97.1**	**97.9**		**77.5**	**85.1**	

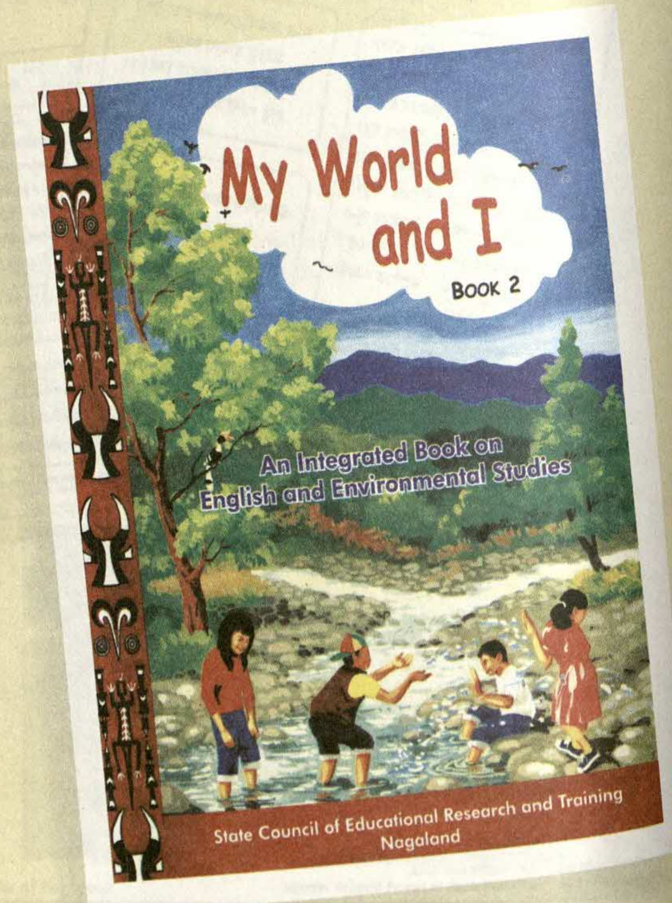


*Blank cells indicate insufficient data.
**Manipur has insufficient data to report English results.


For Free Distribution only
FUN WITH NUMBERS
BOOK 1
State Council of Educational Research and Training
Nagaland


Fun Time
Understanding Subtraction
There are 5 birds on a tree.
2 fly away.
How many birds are there on the tree now?
Fill in the boxes.
Wati has 3 sweets.
He eats 2.
How many are left?
Lenuo has 5 balloons.
2 burst.
How many are left?
There are 7 ice creams.
2 melt.
How many are left?


12
MY HOUSE IS RED
I have a house
A little red house
Where I can laugh and play,
With birds and bees
And flowers and trees
The whole bright
Beautiful day.
I have a tree
A green, green tree
To shade me from
the sun,
And under it
I often sit
When all my work
is done.
I have a bike
A little blue bike
To take me into town,
And when I am there
I visit the fair
And watch the funny clown.
Things to do
Recite the poem.
Draw your house and its surroundings.


My World and I
BOOK 2
An Integrated Book on
English and Environmental Studies
State Council of Educational Research and Training
Nagaland

NAGALAND RURAL

All analysis based on data from 10 out of 11 districts

Enrollment

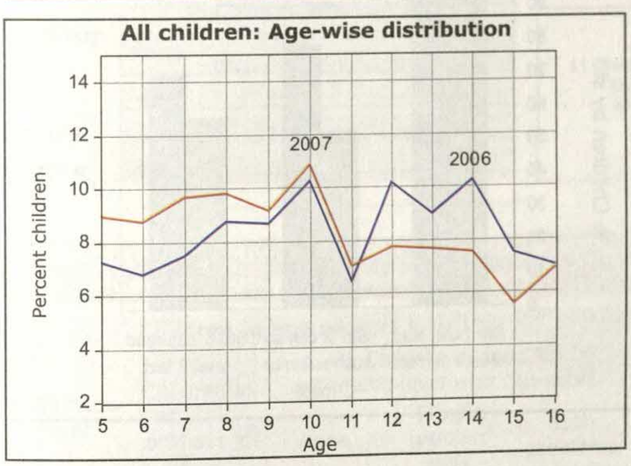
School enrollment and out of school children 2006 vs. 2007

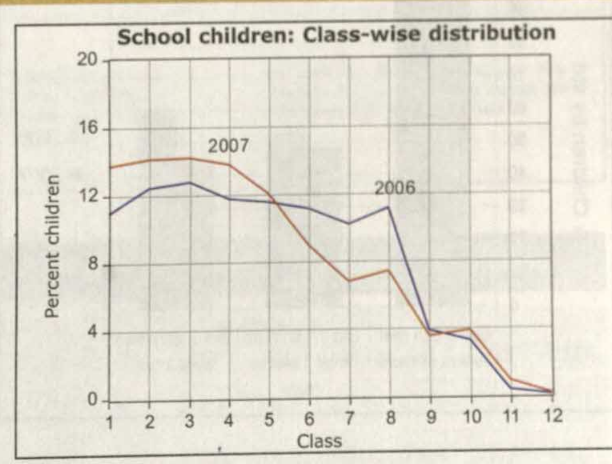
	2006					2007				
	% Children in each age group in different types of schools			% Out of school		% Children in each age group in different types of schools			% Out of school	
	Govt.	Pvt.	Other (Madarsa + EGS)	Not in School	Total	Govt.	Pvt.	Other (Madarsa + EGS)	Not in School	Total
Age: 6 -14 ALL	46.3	48.7	0.1	5.0	100	59.7	37.0	0.0	3.3	100
Age: 7-16 ALL	46.0	46.1	0.1	7.8	100	56.2	38.5	0.0	5.3	100
Age: 7- 10 ALL	45.1	51.3	0.2	3.5	100	65.0	32.7	0.1	2.2	100
Age: 7-10 BOYS	44.6	51.5	0.1	3.8	100	66.2	31.5	0.0	2.3	100
Age: 7-10 GIRLS	45.7	51.0	0.2	3.1	100	63.6	34.1	0.1	2.2	100
Age: 11-14 ALL	47.3	45.9	0.0	6.8	100	51.9	43.0	0.0	5.2	100
Age: 11-14 BOYS	49.2	43.6	0.0	7.2	100	52.2	42.1	0.0	5.7	100
Age: 11-14 GIRLS	44.7	48.9	0.0	6.4	100	51.5	44.0	0.0	4.6	100
Age: 15-16 ALL	45.0	34.1	0.1	20.8	100	38.6	45.9	0.1	15.5	100
Age: 15-16 BOYS	43.9	32.9	0.0	23.2	100	41.4	42.9	0.2	15.5	100
Age: 15-16 GIRLS	46.6	35.9	0.3	17.2	100	35.1	49.4	0.0	15.5	100

Note: "Not in school" includes children who have never gone to school or have dropped out.

Age and Class

Age-wise and class-wise distribution of children in sample





Young Children

In pre-school (Balwadi/Anganwadi) or in school 2006 vs. 2007

	2006						2007					
	% Children						% Children					
	In balwadi or anganwadi	In School			Not going anywhere	Total	In balwadi or anganwadi	In School			Not going anywhere	Total
		Govt.	Pvt.	Other School				Govt.	Pvt.	Other School		
Age: 3 ALL	38.8				61.2	100	43.1				56.9	100
Age: 4 ALL	78.9				21.1	100	54.2				45.8	100
Age: 5 ALL	71.4	12.0	13.0	0.1	3.6	100	8.5	49.8	35.3	0.1	6.3	100
Age: 6 ALL	30.3	33.1	35.2	0.0	1.5	100	3.6	59.2	34.4	0.1	2.8	100

ASER 2007 Nagaland RURAL

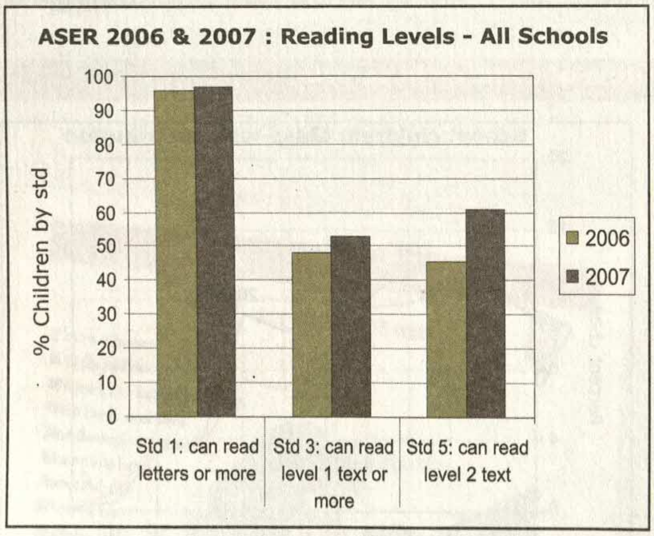
Learning Level

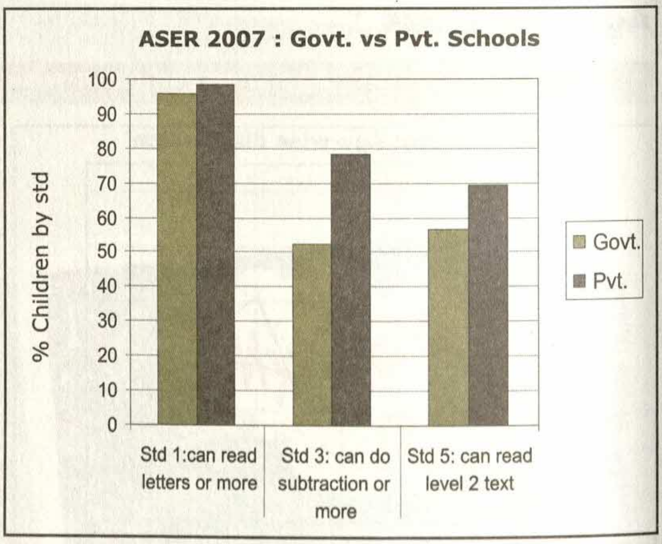
Reading level: % Children who can read						
Std.	Nothing	Letter	Word	Level 1 (Std 1) Text	Level 2 (Std 2 text)	Total
I	3.3	39.6	47.8	7.6	1.8	100
II	0.8	17.4	53.6	21.6	6.6	100
III	0.7	7.2	39.4	33.2	19.5	100
IV	0.2	2.5	19.6	36.4	41.4	100
V	0.9	1.3	10.5	26.3	61.0	100
VI	0.1	1.3	5.5	22.5	70.7	100
VII	0.1	0.3	3.7	13.1	82.8	100
VIII	0.4	0.8	3.5	8.8	86.5	100
Total	0.9	10.5	27.2	22.6	38.8	100

Arithmetic level: % Children who can						
Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	10-99			
I	2.6	25.4	57.7	13.2	1.1	100
II	0.9	11.8	55.1	25.7	6.5	100
III	0.7	4.6	35.4	42.4	16.9	100
IV	0.4	3.0	17.3	45.6	33.8	100
V	0.5	4.1	8.8	38.8	47.8	100
VI	0.3	0.6	4.7	29.4	65.0	100
VII	0.4	0.1	2.4	17.8	79.2	100
VIII	0.1	0.6	1.7	14.4	83.3	100
Total	0.8	7.5	27.3	30.0	34.4	100

Only subtraction and division data comparable with previous ASER.

Comparisons









Comprehension & Problem solving

Ability of children by reading level to read and answer orally

Children in age group : 6 to 10

Reading level	% Children in specific reading level	% at each level who can orally answer questions: based on Std 1 level text only	% at each level who can orally answer questions: based on Std 2 level text
Word	38.2	10.6	6.6
Std 1 level text	22.7	57.0	21.6
Std 2 level text	23.4	83.6	73.3

Children in age group : 11 to 14

Reading level	% Children in specific reading level	% at each level who can orally answer questions: based on Std 1 level text only	% at each level who can orally answer questions: based on Std 2 level text
Word	10.9	26.0	19.6
Std 1 level text	24.4	70.4	33.6
Std 2 level text	62.3	95.3	87.5

Ability of children by age to listen to a subtraction problem and answer

In-school children

Age group	% Children who can solve: None	Simple problem only	Both problems
6 to 8	75.4	6.7	17.1
9 to 10	47.0	8.1	43.1
11 to 14	22.8	5.7	70.2

Children not in-school

Age group	% Children who can solve: None	Simple problem only	Both problems
6 to 8	90.5	1.7	7.9
9 to 10	52.6	11.4	36.0
11 to 14	54.8	3.2	39.9

Rani likes her school.
Her class is in a big room.
Rani has a bag and a book.
She also has a pen.

Q. 1) What all does Rani have?
Q. 2) What does Rani like ?

Salma is a little girl. She had a pretty doll. She loved playing with her doll. One day the doll fell from her hand to the floor. It broke into many pieces. Salma was very sad. She cried a lot. Her mother gave her another doll. Now she is happy again.

Q. 3) What did Salma love doing?
Q. 4) Why was Salma sad?

1) You have Rs.50. From that you buy books for Rs.25. How much money do you have left with you now?

2) You have Rs.50. From that you buy fruit for Rs.23. How much money do you have left with you now?

Ability of children by arithmetic level to listen to a subtraction problem and answer

Children in age group : 6 to 10

Arithmetic level	% Children in specific arithmetic level	% Children in specific arithmetic level who can solve: None	Simple problem only	Both problems
Number recognition 10-99	38.3	93.6	2.7	3.0
Subtraction	31.6	46.6	14.9	36.0
Division	18.7	15.7	5.3	78.2

Children in age group : 11 to 14

Arithmetic level	% Children in specific arithmetic level	% Children in specific arithmetic level who can solve: None	Simple problem only	Both problems
Number recognition 10-99	10.4	91.0	1.3	6.0
Subtraction	30.3	33.0	11.2	53.2
Division	57.6	5.0	3.7	90.7

School going children attending tuition class

Std.	I	II	III	IV	V	VI	VII	VIII
	% Children							
Govt. school	15.8	14.5	19.4	19.7	27.6	12.4	16.2	22.1
Pvt. school	31.4	38.7	43.8	44.9	43.1	54.4	52.7	61.7



School Observations: Schools visited - Primary (Std 1-4/5): 143; Primary+Upper-primary (Std 1-8): 14

Teacher attendance	2005 Std. 1-4/5	2005 Std. 1-8	2007 Std. 1-4/5	2007 Std. 1-8
% teachers attending (average)	Insufficient Data		91.5	92.7
% schools with no teacher present			0.6	0.0
% schools with all teachers present			65.2	42.9

Children's attendance	2005 Std. 1-4/5	2005 Std. 1-8	2007 Std. 1-4/5	2007 Std. 1-8
% enrolled children attending (average)	Insufficient Data		84.1	79.0
% schools with less than 50% enrolled children attending			3.0	14.3
% schools with 75% and more enrolled children attending			81.4	81.0

Pupil teacher ratio (median)	2005 Std. 1-4/5*	2005 Std. 1-8	2007 Std. 1-4/5	2007 Std. 1-8
Based on children enrolled & teachers appointed	Insufficient Data		12.2	12.9
Based on children & teachers present			11.1	12.9

School grants and teacher grants	2006 Std. 2	2006 Std. 4	2007* Std. 2	2007* Std. 4
	% Schools			
Teacher received TLM grant	90.2	90.1	88.5	88.5
School received school maintenance grant	91.7		92.2	

Water/toilet and midday meal	2005 Std. 1-4/5*	2005 Std. 1-8	2007 Std. 1-4/5	2007 Std. 1-8
	% Schools			
Schools with no water provision	Insufficient Data		62.5	52.4
Schools with water provision but water not available			5.4	0.0
Schools with water provision and water available			32.1	47.6
Schools with no toilet provision	Insufficient Data		24.3	19.0
Schools with toilet provision but not being used			3.5	0.0
Schools with toilet provision and use			72.3	81.0
Schools with midday meal being served on that day	Insufficient Data		96.6	100.0

Multigrade classes	2007 Std. 1-4/5	2007 Std. 1-8
Schools in which...	% Schools	
Std II class sits with another class	3.5	5.3
Std IV class sits with another class	2.9	5.0

Over 90% classes that were visited have blackboards. In over 90% of these classes, most children have textbooks, notebooks and pen or pencil.

Please note that while 2005 data was collected during ASER 2005, 2006 data reported in the Grants table was collected in ASER 2007 by asking for last year's grant information to the respondent.

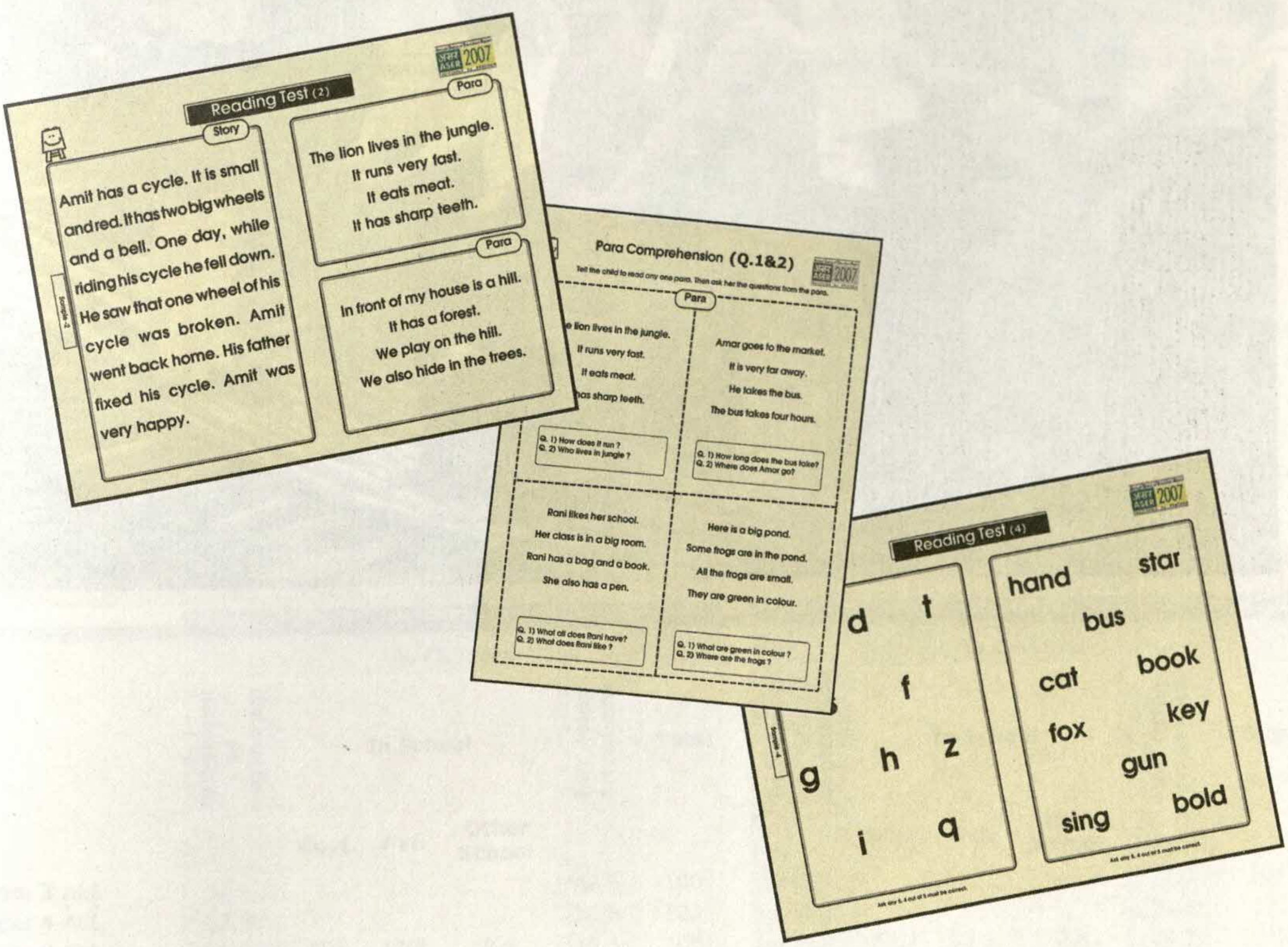
Note: ASER 2007 survey was carried out in October and November 2007. One govt. school with primary grades was visited in the sampled village. If there was more than one govt. school with primary grades, then the school with the highest enrollment was visited. Hence the schools visited in the survey do not represent a random sample from the district. The school visits were generally done either on a Saturday or a Monday.



*Grants for 2007 may be lower than 2006 since the survey was conducted in the middle of the year.

Performance of districts

District	Pre- school	Out of school	Private school	Std 1-2 : Learning levels			Std 3-5 : Learning levels		
	% Children (Age 3-4) in **Anganwadi** or **other pre-school**	% Children (Age 6-14) **Out of school**	% Children (Age 6-14) in **Private school**	% Children (Std 1-2) who **CAN READ** letters, words or more in **OWN LANGUAGE**	% Children (Std 1-2) who **CAN RECOGNIZE NUMBERS** (1-9) or more	% Children (Std 1-2) who **CAN READ** letters or more in **ENGLISH****	% Children (Std 3-5) who **CAN READ** Level 1 (Std 1) text or more in **OWN LANGUAGE**	% Children (Std 3-5) who **CAN SUBTRACT** or do more	% Children (Std 3-5) who **CAN READ** sentences in **ENGLISH****
Mon	85.3	6.5	31.4	97.3	98.9		65.3	70.0	
Mokokchung*		0.9	46.0	99.4	100.0		83.0	72.5	
Zunheboto	2.4	4.0	52.6	90.3	87.1		57.9	67.3	
Dimapur	4.1	0.4	58.8	99.6	100.0		92.5	97.4	
Phek	68.2	3.4	36.6	100.0	100.0		76.7	77.6	
Peren	72.1	1.9	25.2	96.4	96.4		81.2	83.3	
Longleng	72.7	3.1	16.8	96.2	97.6		40.6	75.9	
Kiphire*		0.3	46.7	100.0	100.0		62.3	66.3	
Tuensang	38.8	7.2	10.5	98.0	97.0		59.7	58.9	
Kohima	63.6	0.7	44.9	97.6	98.8		74.8	76.5	
Total	**48.8**	**3.3**	**37.0**	**98.0**	**98.3**		**71.7**	**74.4**	



* Blank cells indicate insufficient data.
** Nagaland children were tested in English; therefore data is not reported for English as a second language.


ASER 2007

ARUNACHAL PRADESH RURAL

All analysis based on data from 13 out of 13 districts

Enrollment

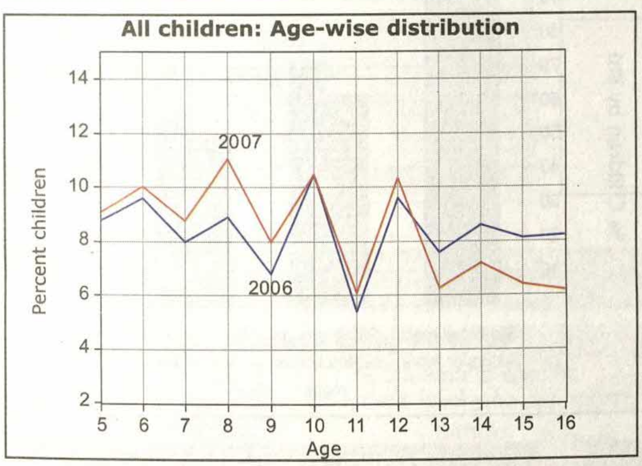
School enrollment and out of school children 2006 vs. 2007

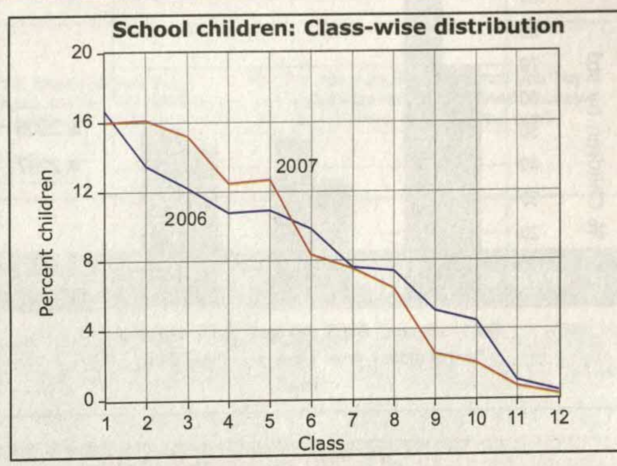
	2006					2007				
	% Children in each age group in different types of schools			% Out of school		% Children in each age group in different types of schools			% Out of school	
	Govt.	Pvt.	Other (Madarsa + EGS)	Not in School	Total	Govt.	Pvt.	Other (Madarsa + EGS)	Not in School	Total
Age: 6 -14 ALL	75.4	15.7	1.3	7.6	100	80.7	12.7	1.1	5.6	100
Age: 7-16 ALL	75.6	13.7	1.0	9.7	100	80.4	11.5	0.6	7.5	100
Age: 7- 10 ALL	74.0	17.9	1.5	6.7	100	78.9	14.6	1.0	5.6	100
Age: 7-10 BOYS	74.3	19.0	1.5	5.2	100	77.8	15.5	1.0	5.8	100
Age: 7-10 GIRLS	73.6	16.6	1.5	8.3	100	80.1	13.5	1.0	5.4	100
Age: 11-14 ALL	79.3	11.7	0.7	8.2	100	83.9	9.5	0.3	6.2	100
Age: 11-14 BOYS	77.5	14.3	0.6	7.6	100	83.7	10.4	0.5	5.3	100
Age: 11-14 GIRLS	81.1	9.2	0.9	8.7	100	84.2	8.6	0.1	7.1	100
Age: 15-16 ALL	72.1	8.7	0.2	19.1	100	76.6	6.8	0.3	16.3	100
Age: 15-16 BOYS	73.9	7.8	0.2	18.2	100	76.0	7.7	0.1	16.2	100
Age: 15-16 GIRLS	69.6	9.9	0.2	20.2	100	77.6	5.4	0.7	16.4	100

Note: "Not in school" includes children who have never gone to school or have dropped out.

Age and Class

Age-wise and class-wise distribution of children in sample





Young Children

In pre-school (Balwadi/Anganwadi) or in school 2006 vs. 2007

	2006						2007					
	% Children						% Children					
	In balwadi or anganwadi	In School			Not going anywhere	Total	In balwadi or anganwadi	In School			Not going anywhere	Total
		Govt.	Pvt.	Other School				Govt.	Pvt.	Other School		
Age: 3 ALL	57.1				42.9	100	49.0				51.0	100
Age: 4 ALL	63.5				36.6	100	48.5				51.5	100
Age: 5 ALL	26.9	42.5	13.8	0.5	16.3	100	14.9	52.7	13.3	2.8	16.3	100
Age: 6 ALL	4.9	62.5	19.5	2.5	10.6	100	9.2	66.5	13.1	3.6	7.6	100

Learning Level

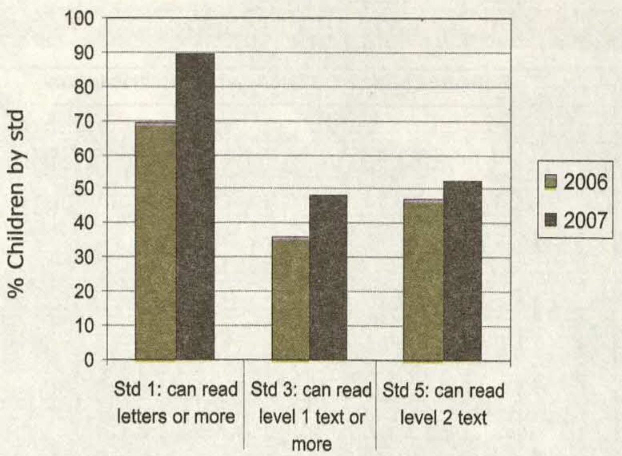
Reading level: % Children who can read						
Std.	Nothing	Letter	Word	Level 1 (Std 1) Text	Level 2 (Std 2 text)	Total
I	10.8	62.6	21.3	3.3	1.9	100
II	2.1	31.8	45.6	14.0	6.6	100
III	1.5	13.2	37.7	30.9	16.8	100
IV	1.2	5.8	18.7	38.4	35.9	100
V	1.1	2.3	10.2	33.8	52.5	100
VI	0.4	0.7	6.7	28.6	63.6	100
VII	0.5	1.3	2.9	15.3	80.0	100
VIII	0.3	0.5	2.8	8.3	88.2	100
Total	2.8	19.4	22.3	21.9	33.6	100

Arithmetic level: % Children who can						
Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	10-99			
I	9.6	37.0	46.3	5.4	1.7	100
II	2.0	14.9	47.2	31.0	5.0	100
III	1.8	4.5	31.0	48.1	14.6	100
IV	0.9	2.4	14.2	43.1	39.5	100
V	1.0	1.6	7.4	34.5	55.6	100
VI	0.7	1.5	4.8	28.3	64.8	100
VII	0.3	0.3	2.0	18.6	78.8	100
VIII	0.8	0.9	1.8	10.0	86.5	100
Total	2.6	10.2	24.4	29.0	33.8	100

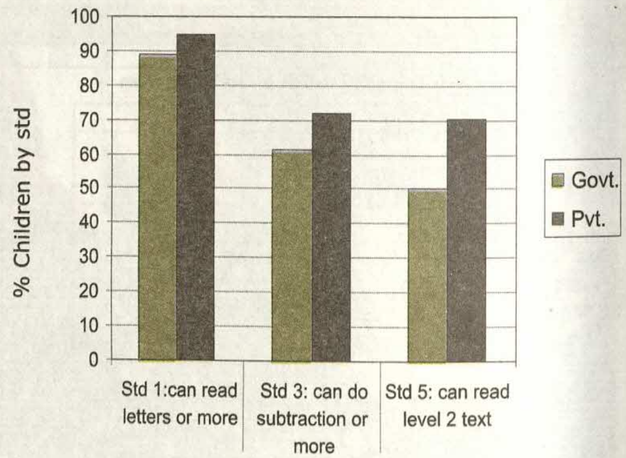
Only subtraction and division data comparable with previous ASER.

Comparisons

ASER 2006 & 2007 : Reading Levels - All Schools



ASER 2007 : Govt. vs Pvt. Schools



English reading level: % Children who						
Std.	Cannot read capital letters	Can read capital letters	Can read small letters	Can read simple words	Can read easy sentences	Total
I	9.4	28.5	40.2	18.9	3.0	100
II	4.1	9.9	15.5	56.6	13.9	100
III	3.7	5.1	9.1	39.8	42.2	100
IV	1.8	3.7	3.1	22.0	69.4	100
V	0.0	2.2	2.9	15.7	79.2	100
VI	2.4	4.0	1.9	7.7	84.0	100
VII	0.0	1.2	0.0	5.8	93.0	100
VIII	4.6	7.8	0.0	0.7	86.8	100
Total	3.6	8.9	11.9	27.3	48.3	100

English comprehension		
Std.	Of those who can read words, % who can tell meaning of the words	Of those who can read sentences, % who can tell meaning of sentences
I	46.7	62.6
II	47.5	56.5
III	42.3	62.9
IV	56.4	77.6
V	59.7	80.0
VI	78.4	89.3
VII	37.6	91.6
VIII	100.0	91.8
Total	48.5	78.6

Comprehension & Problem solving

Ability of children by reading level to read and answer orally

Children in age group : 6 to 10

Reading level	% Children in specific reading level	% at each level who can orally answer questions: based on Std 1 level text only	% at each level who can orally answer questions: based on Std 2 level text
Word	30.7	6.9	3.7
Std 1 level text	20.4	60.1	21.0
Std 2 level text	17.3	85.5	79.0

Children in age group : 11 to 14

Reading level	% Children in specific reading level	% at each level who can orally answer questions: based on Std 1 level text only	% at each level who can orally answer questions: based on Std 2 level text
Word	12.8	10.1	8.8
Std 1 level text	27.3	72.1	26.4
Std 2 level text	54.5	91.4	86.0

Ability of children by age to listen to a subtraction problem and answer

In-school children

Age group	% Children who can solve: None	Simple problem only	Both problems
6 to 8	72.5	3.3	23.0
9 to 10	46.2	5.4	47.5
11 to 14	20.4	5.1	73.4

Children not in-school

Age group	% Children who can solve: None	Simple problem only	Both problems
6 to 8	87.4	2.4	9.3
9 to 10	70.4	5.8	23.8
11 to 14	51.4	3.5	45.1

The lion lives in the jungle.

It runs very fast.

It eats meat.

It has sharp teeth.

Q. 1) How does it run ?
Q. 2) Who lives in jungle ?

It was the rainy season . The sky was full of clouds. There was a cool breeze blowing. Aman was eager to play on a swing. His older brother got a thick rope. They tied it on the tree and made a swing. A lot of children joined them and they all started playing. They played till it was dark.

Q. 3) What did Aman's older brother get ?
Q. 4) How did they make the swing ?

1) You have Rs.50. From that you buy a pair of shoes for Rs.35. How much money do you have left with you now?

2) You have Rs.50. From that you buy sweets for Rs.28. How much money do you have left with you now?

Ability of children by arithmetic level to listen to a subtraction problem and answer

Children in age group : 6 to 10

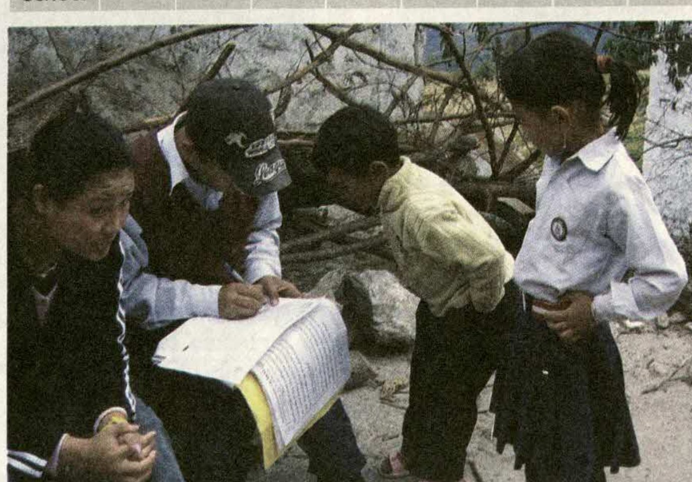
Arithmetic level	% Children in specific arithmetic level	% Children in specific arithmetic level who can solve: None	Simple problem only	Both problems
Number recognition 10-99	35.6	89.7	3.3	6.3
Subtraction	30.1	40.7	6.8	50.6
Division	16.9	9.7	4.7	84.5

Children in age group : 11 to 14

Arithmetic level	% Children in specific arithmetic level	% Children in specific arithmetic level who can solve: None	Simple problem only	Both problems
Number recognition 10-99	9.6	76.3	8.9	13.9
Subtraction	31.5	25.1	8.0	64.6
Division	55.6	5.5	3.1	90.8

School going children attending tuition class

Std.	I	II	III	IV	V	VI	VII	VIII
	% Children							
Govt. school	8.2	8.4	9.5	11.4	12.2	14.4	11.7	18.2
Pvt. school	38.1	40.3	49.1	55.9	49.3	55.5	32.8	41.9



School Observations: Schools visited - Primary (Std 1-4/5): 120; Primary+Upper-primary (Std 1-8): 88

Teacher attendance	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
% teachers attending (average)	Insufficient Data		90.9	83.0
% schools with no teacher present			1.0	0.0
% schools with all teachers present			76.0	38.2

Children's attendance	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
% enrolled children attending (average)	Insufficient Data		80.9	79.2
% schools with less than 50% enrolled children attending			6.9	10.3
% schools with 75% and more enrolled children attending			70.7	72.4

Pupil teacher ratio (median)	2005		2007	
	Std. 1-4/5*	Std. 1-8	Std. 1-4/5	Std. 1-8
Based on children enrolled & teachers appointed	Insufficient Data		22.6	19.3
Based on children & teachers present			19.8	18.3

School grants and teacher grants	2006		2007*	
	Std. 2	Std. 4	Std. 2	Std. 4
	% Schools			
Teacher received TLM grant	61.8	57.8	30.3	32.1
School received school maintenance grant	70.3		39.3	

Water/toilet and midday meal	2005		2007	
	Std. 1-4/5*	Std. 1-8	Std. 1-4/5	Std. 1-8
	% Schools			
Schools with no water provision	Insufficient Data		41.2	22.3
Schools with water provision but water not available			10.7	11.7
Schools with water provision and water available			48.1	66.0
Schools with no toilet provision	Insufficient Data		60.0	42.7
Schools with toilet provision but not being used			12.3	16.7
Schools with toilet provision and use			27.7	40.6
Schools with midday meal being served on that day	Insufficient Data		67.7	59.8

Multigrade classes	2007	
	Std. 1-4/5	Std. 1-8
Schools in which...	% Schools	
Std II class sits with another class	41.6	32.2
Std IV class sits with another class	43.5	25.0

Close to 90% classes that were visited have blackboards. In over 75% of these classes, children have textbooks, over 85% classes children had notebooks and pens.

Please note that while 2005 data was collected during ASER 2005, 2006 data reported in the Grants table was collected in ASER 2007 by asking for last year's grant information to the respondent.

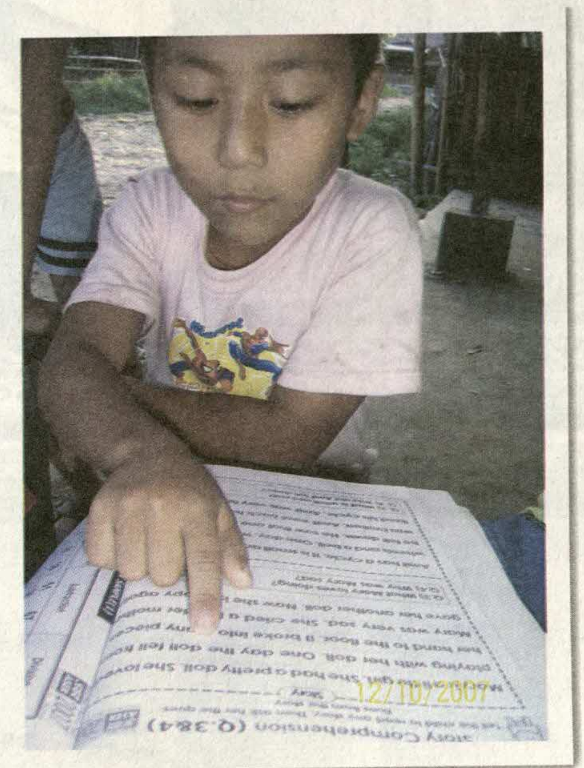
Note: ASER 2007 survey was carried out in October and November 2007. One govt. school with primary grades was visited in the sampled village. If there was more than one govt. school with primary grades, then the school with the highest enrollment was visited. Hence the schools visited in the survey do not represent a random sample from the district. The school visits were generally done either on a Saturday or a Monday.



*Grants for 2007 may be lower than 2006 since the survey was conducted in the middle of the year.

Performance of districts

	Pre- school	Out of school	Private school	Std 1-2 : Learning levels			Std 3-5 : Learning levels		
District	% Children (Age 3-4) in **Anganwadi** or **other pre-school**	% Children (Age 6-14) **Out of school**	% Children (Age 6-14) in **Private school**	% Children (Std 1-2) who **CAN READ** letters, words or more in **OWN LANGUAGE**	% Children (Std 1-2) who **CAN RECOGNIZE NUMBERS** (1-9) or more	% Children (Std 1-2) who **CAN READ** letters or more in **ENGLISH****	% Children (Std 3-5) who **CAN READ** Level 1 (Std 1) text or more in **OWN LANGUAGE**	% Children (Std 3-5) who **CAN SUBTRACT** or do more	% Children (Std 3-5) who **CAN READ** sentences in **ENGLISH****
Tawang	41.8	10.5	13.1	92.3	93.5	90.6	74.7	86.8	87.8
West Kameng*	72.7	3.8	19.3	99.6	99.1		65.9	76.8	
East Kameng	66.9	1.9	9.8	89.0	83.9	86.4	60.5	72.7	38.4
Papumpare*	79.4	3.2	10.5	86.6	91.6		61.9	72.1	49.0
Lower Subansiri*	14.6	11.5	17.3	90.7	91.4		61.4	74.5	
Upper Subansiri	79.3	1.8	6.4	88.9	88.9	90.6	65.8	83.6	45.4
West Siang*	93.4	4.2	12.0	98.2	97.8		83.9	84.5	
East Siang*		0.8	21.6	95.5	96.4		58.1	70.7	
Upper Siang	71.8	3.0	14.8	89.3	91.2	92.3	49.8	47.6	44.4
Dibang Valley*	71.6	6.4	11.3	94.6	99.2		66.8	69.8	
Lohit	42.3	4.5	5.0	96.9	97.7	97.8	78.1	87.2	75.1
Changlang*	58.6	5.9	19.7	94.6	95.6		73.6	85.4	56.8
Tirap	26.1	8.1	5.4	94.0	93.7	93.3	66.9	74.9	55.4
Total	**48.8**	**5.6**	**12.7**	**93.7**	**94.3**	**93.6**	**68.2**	**77.5**	**61.3**



* Blank cells indicate insufficient data.
**The Basic English test is not given to children who take the Reading test in English. Since many children in Arunachal Pradesh took the Reading test in English, there is insufficient data for this parameter.



TRIPURA RURAL

All analysis based on data from 3 out of 4 districts

Enrollment

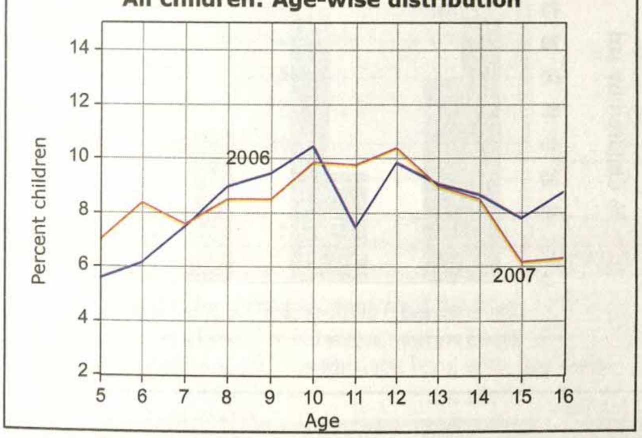
School enrollment and out of school children 2006 vs. 2007

	2006					2007				
	% Children in each age group in different types of schools			% Out of school		% Children in each age group in different types of schools			% Out of school	
	Govt.	Pvt.	Other (Madarsa + EGS)	Not in School	Total	Govt.	Pvt.	Other (Madarsa + EGS)	Not in School	Total
Age: 6 -14 ALL	88.0	5.3	1.5	5.2	100	84.2	8.5	1.4	5.9	100
Age: 7-16 ALL	87.1	4.1	1.3	7.5	100	82.4	7.6	1.3	8.8	100
Age: 7- 10 ALL	88.1	7.7	2.1	2.2	100	84.6	10.6	2.3	2.6	100
Age: 7-10 BOYS	86.4	7.7	3.2	2.8	100	80.9	13.3	1.7	4.2	100
Age: 7-10 GIRLS	90.0	7.7	0.9	1.4	100	89.0	7.4	3.0	0.7	100
Age: 11-14 ALL	89.3	1.6	1.1	8.0	100	84.5	5.1	0.8	9.6	100
Age: 11-14 BOYS	88.7	1.3	1.5	8.6	100	84.9	5.0	0.8	9.3	100
Age: 11-14 GIRLS	90.1	2.1	0.5	7.3	100	84.1	5.2	0.8	9.9	100
Age: 15-16 ALL	80.3	1.5	0.0	18.2	100	69.8	6.8	0.0	23.4	100
Age: 15-16 BOYS	76.7	2.2	0.0	21.1	100	71.3	7.7	0.0	21.0	100
Age: 15-16 GIRLS	84.9	0.6	0.0	14.4	100	68.2	5.7	0.0	26.1	100

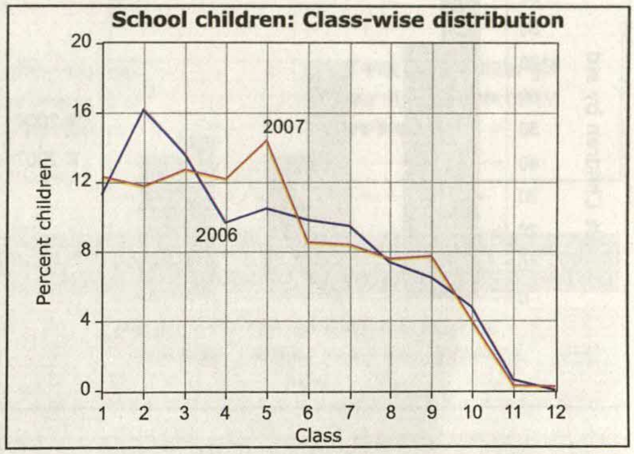
Note: "Not in school" includes children who have never gone to school or have dropped out.

Age and Class

Age-wise and class-wise distribution of children in sample



All children: Age-wise distribution



School children: Class-wise distribution

Young Children

In pre-school (Balwadi/Anganwadi) or in school 2006 vs. 2007

	2006						2007					
	% Children						% Children					
	In balwadi or anganwadi	In School			Not going anywhere	Total	In balwadi or anganwadi	In School			Not going anywhere	Total
		Govt.	Pvt.	Other School				Govt.	Pvt.	Other School		
Age: 3 ALL	56.0				44.0	100	55.8				44.2	100
Age: 4 ALL	78.4				21.6	100	87.8				12.2	100
Age: 5 ALL	78.5	4.8	5.3	0.8	10.6	100	46.0	21.6	17.6	0.0	14.8	100
Age: 6 ALL	30.5	52.5	10.7	0.0	6.2	100	25.5	54.7	12.7	0.0	7.1	100

Learning Level

Reading level: % Children who can read

Std.	Nothing	Letter	Word	Level 1 (Std 1) Text	Level 2 (Std 2 text)	Total
I	24.3	42.5	24.5	6.5	2.1	100
II	7.4	21.5	36.5	25.4	9.2	100
III	2.8	15.6	39.0	17.4	25.2	100
IV	2.9	8.1	25.7	33.6	29.7	100
V	1.2	7.5	18.7	30.2	42.4	100
VI	1.8	2.5	7.8	23.4	64.6	100
VII	2.2	6.6	5.4	10.9	75.0	100
VIII	2.0	4.8	0.7	4.9	87.6	100
Total	5.8	14.4	21.7	20.1	38.0	100

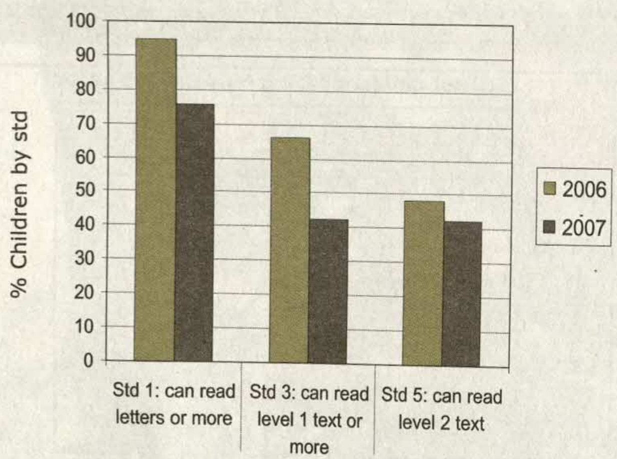
Arithmetic level: % Children who can

Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	10-99			
I	29.6	36.0	28.6	4.3	1.5	100
II	7.5	20.7	46.1	23.3	2.5	100
III	5.9	16.2	39.4	26.2	12.4	100
IV	6.8	10.4	22.4	44.5	15.9	100
V	2.4	6.5	23.0	37.4	30.6	100
VI	0.0	1.8	5.2	39.3	53.6	100
VII	0.3	2.2	9.4	20.4	67.6	100
VIII	0.0	3.9	0.7	9.7	85.6	100
Total	7.0	12.9	23.6	26.5	30.1	100

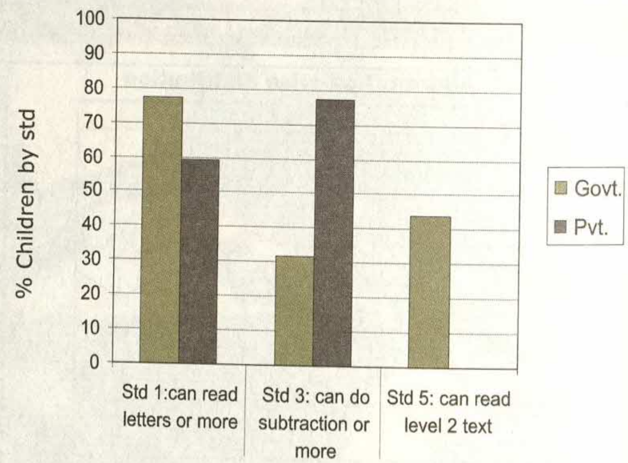
Only subtraction and division data comparable with previous ASER.

Comparisons

ASER 2006 & 2007 : Reading Levels - All Schools



ASER 2007 : Govt. vs Pvt. Schools



English reading level: % Children who

Std.	Cannot read capital letters	Can read capital letters	Can read small letters	Can read simple words	Can read easy sentences	Total
I	45.3	17.8	24.7	9.7	2.6	100
II	14.7	14.7	46.6	17.7	6.3	100
III	10.4	10.7	34.8	25.3	18.9	100
IV	9.6	9.8	21.4	40.4	18.9	100
V	5.4	6.7	23.0	40.3	24.6	100
VI	3.8	0.7	2.2	41.4	52.0	100
VII	2.2	0.3	7.3	27.0	63.1	100
VIII	2.0	4.3	0.7	10.8	82.2	100
Total	12.6	8.9	22.1	27.0	29.4	100

English comprehension

Std.	Of those who can read words, % who can tell meaning of the words	Of those who can read sentences, % who can tell meaning of sentences
I	64.0	62.1
II	81.4	34.2
III	73.0	64.1
IV	85.4	73.5
V	78.6	82.1
VI	71.4	75.8
VII	81.8	71.5
VIII	68.9	83.7
Total	77.6	75.2

Comprehension & Problem solving

Ability of children by reading level to read and answer orally

Children in age group : 6 to 10

Reading level	% Children in specific reading level	% at each level who can orally answer questions	
		based on Std 1 level text only	based on Std 2 level text
Word	31.0	46.6	11.1
Std 1 level text	20.3	79.7	25.0
Std 2 level text	17.8	89.7	87.5

Children in age group : 11 to 14

Reading level	% Children in specific reading level	% at each level who can orally answer questions	
		based on Std 1 level text only	based on Std 2 level text
Word	11.7	54.1	3.3
Std 1 level text	20.5	76.8	39.2
Std 2 level text	59.8	96.7	85.1

Ability of children by age to listen to a subtraction problem and answer

In-school children

Age group	% Children who can solve		
	None	Simple problem only	Both problems
6 to 8	62.5	19.1	18.3
9 to 10	32.3	24.6	43.2
11 to 14	12.6	21.0	64.7

Children not in-school

Age group	% Children who can solve		
	None	Simple problem only	Both problems
6 to 8	82.8	15.4	1.8
9 to 10	50.0	50.0	0.0
11 to 14	45.9	29.9	12.5

আজ মাঠে খেলা হবে।
দুই দল কলকাতা থেকে আসবে।
বড় বড় আলো দেওয়া রয়েছে।
বিকেল হলে খেলা হবে।

প্রঃ ১. দুই দল কোথা থেকে আসবে?
প্রঃ ২. মাঠে কখন খেলা হবে?

ছোট ইঁদুর একদিন একা গর্তের বাইরে বেরল। বাইরে একটা জাল পাতা ছিল। ইঁদুর জালে ধরা পড়ল। ধরা পড়ে ছোট ইঁদুর ঘাবড়ে গেল। লাফালাফি করে আরও জালে জড়িয়ে পড়ল। একটা হুলো বিড়াল দূরে বসে মজা দেখছিল। সে ফন্দি আঁটল এবার ছোট ইঁদুরকে খাবে। বিড়াল হাঁ করে দাঁতের ধার দেখতে লাগল। বাঃ বেশ ধার তো। এদিকে বিড়ালের দাঁত দেখে ইঁদুরেরও নিজের দাঁতের কথা মনে হল। সে তখনই দাঁত দিয়ে জাল কেটে ফেলল। হুলো অবাক হয়ে গেল।

প্রঃ ৩। বাইরে কি পাতা ছিল?
প্রঃ ৪। ইঁদুরের নিজের দাঁতের কথা কী করে মনে পড়ল?

১. তোমার কাছে ৫০ টাকা আছে। তুমি ১৫ টাকার কলম কিনলে। এখন তোমার কাছে কত টাকা রইল?

২. তোমার কাছে ৫০ টাকা আছে। তুমি ১৯ টাকার বই কিনলে। এখন তোমার কাছে কত টাকা রইল?

Ability of children by arithmetic level to listen to a subtraction problem and answer

Children in age group : 6 to 10

Arithmetic level	% Children in specific arithmetic level	% Children in specific arithmetic level who can solve		
		None	Simple problem only	Both problems
Number recognition 10-99	32.3	52.9	39.2	7.7
Subtraction	26.9	18.8	27.5	53.6
Division	8.7	0.9	4.7	94.4

Children in age group : 11 to 14

Arithmetic level	% Children in specific arithmetic level	% Children in specific arithmetic level who can solve		
		None	Simple problem only	Both problems
Number recognition 10-99	15.3	42.2	38.2	19.6
Subtraction	26.8	8.4	40.8	46.4
Division	51.3	0.4	4.7	94.0

School going children attending tuition class

% Children								
Std.	I	II	III	IV	V	VI	VII	VIII
Govt. school	52.5	59.7	64.3	69.2	68.9	76.3	69.8	85.3
Pvt. school	91.8	73.9	81.3	10.5	0.0	0.0	0.0	0.0



School Observations: Schools visited - Primary (Std 1-4/5): 13; Primary+Upper-primary (Std 1-8): 22

Teacher attendance	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
% teachers attending (average)	Insufficient Data		86.7	73.7
% schools with no teacher present			0.0	4.8
% schools with all teachers present			45.5	42.9

Children's attendance	2005		2007	
	Std. 1-4/5	Std. 1-8	Std. 1-4/5	Std. 1-8
% enrolled children attending (average)	Insufficient Data		77.4	84.7
% schools with less than 50% enrolled children attending			0.0	0.0
% schools with 75% and more enrolled children attending			50.0	91.7

Pupil teacher ratio (median)	2005		2007	
	Std. 1-4/5*	Std. 1-8	Std. 1-4/5	Std. 1-8
Based on children enrolled & teachers appointed	Insufficient Data		17.7	13.3
Based on children & teachers present			21.8	16.6

School grants and teacher grants	2006		2007*	
	Std. 2	Std. 4	Std. 2	Std. 4
	% Schools			
Teacher received TLM grant	80.7	70.0	57.1	36.4
School received school maintenance grant	90.6		71.4	

Water/toilet and midday meal	2005		2007	
	Std. 1-4/5*	Std. 1-8	Std. 1-4/5	Std. 1-8
	% Schools			
Schools with no water provision	Insufficient Data		46.2	28.6
Schools with water provision but water not available			7.7	14.3
Schools with water provision and water available			46.2	57.1
Schools with no toilet provision	Insufficient Data		30.8	38.1
Schools with toilet provision but not being used			0.0	23.8
Schools with toilet provision and use			69.2	38.1
Schools with midday meal being served on that day	Insufficient Data		100.0	100.0

Multigrade classes	2007	
	Std. 1-4/5	Std. 1-8
Schools in which...	% Schools	
Std II class sits with another class	30.8	31.8
Std IV class sits with another class	30.8	27.8

Over 85% classes that were visited have blackboards. In about 70% of these classes most children have text books and pens or pencils and note books.

Please note that while 2005 data was collected during ASER 2005, 2006 data reported in the Grants table was collected in ASER 2007 by asking for last year's grant information to the respondent.

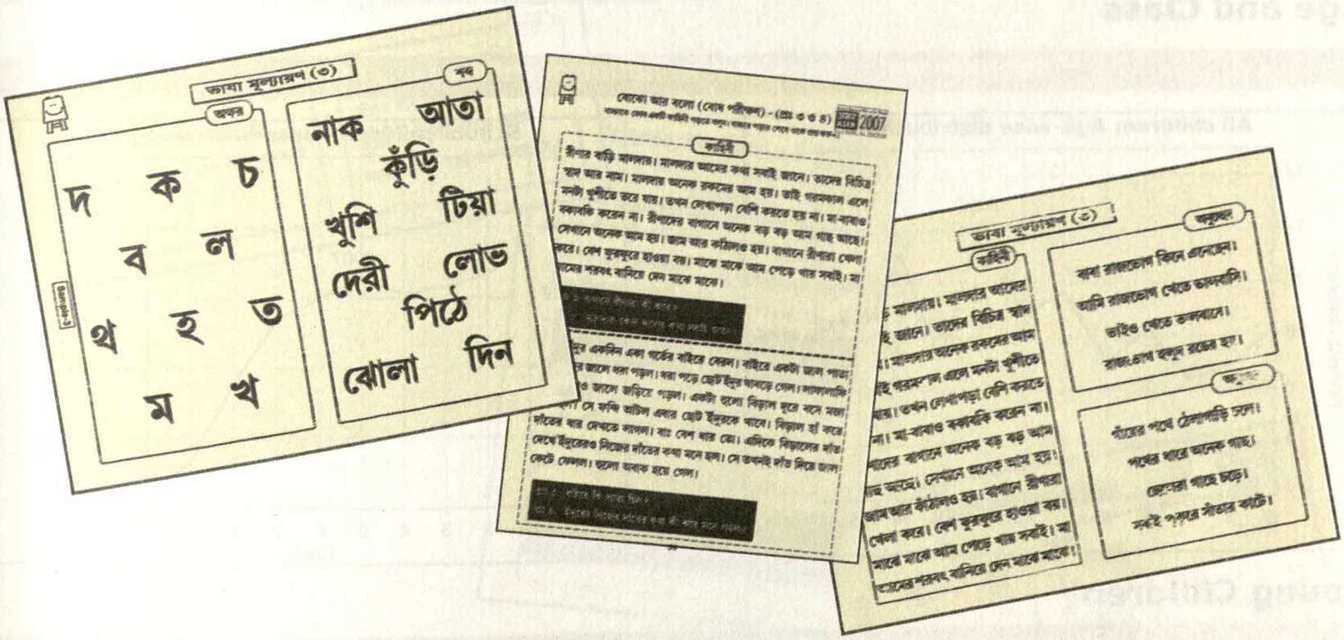
Note: ASER 2007 survey was carried out in October and November 2007. One govt. school with primary grades was visited in the sampled village. If there was more than one govt. school with primary grades, then the school with the highest enrollment was visited. Hence the schools visited in the survey do not represent a random sample from the district. The school visits were generally done either on a Saturday or a Monday.



*Grants for 2007 may be lower than 2006 since the survey was conducted in the middle of the year.

Performance of districts

District	Pre- school	Out of school	Private school	Std 1-2 : Learning levels			Std 3-5 : Learning levels		
	% Children (Age 3-4) in **Anganwadi** or **other pre-school**	% Children (Age 6-14) **Out of school**	% Children (Age 6-14) in **Private school**	% Children (Std 1-2) who **CAN READ** letters, words or more in **OWN LANGUAGE**	% Children (Std 1-2) who **CAN RECOGNIZE NUMBERS** (1-9) or more	% Children (Std 1-2) who **CAN READ** letters or more in **ENGLISH**	% Children (Std 3-5) who **CAN READ** Level 1 (Std 1) text or more in **OWN LANGUAGE**	% Children (Std 3-5) who **CAN SUBTRACT** or do more	% Children (Std 3-5) who **CAN READ** sentences in **ENGLISH**
West Tripura*		2.0	14.1	68.3		65.9	65.4	55.1	18.3
South Tripura*		12.9	4.1	91.7	89.6	72.9	56.0	53.3	20.0
North Tripura	77.6	3.1	3.3	88.4	84.1	68.8	58.6	61.0	26.4
Total	**76.1**	**5.9**	**8.5**	**84.2**	**81.6**	**69.7**	**59.7**	**55.8**	**20.8**



* Blank cells indicate insufficient data.

SIKKIM RURAL

All analysis based on data from 1 out of 4 districts

Enrollment

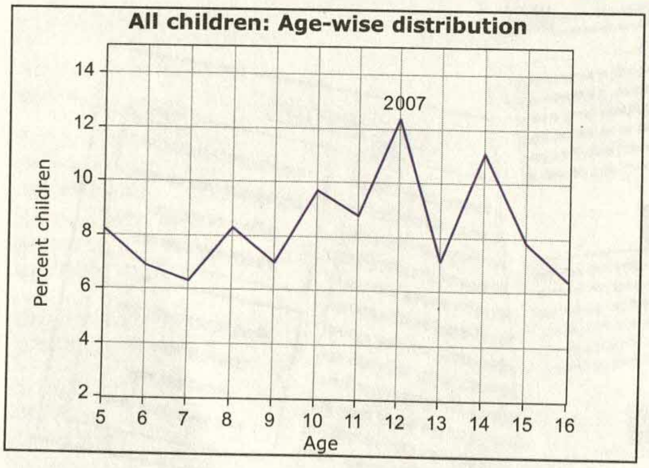
School enrollment and out of school children 2006 vs. 2007

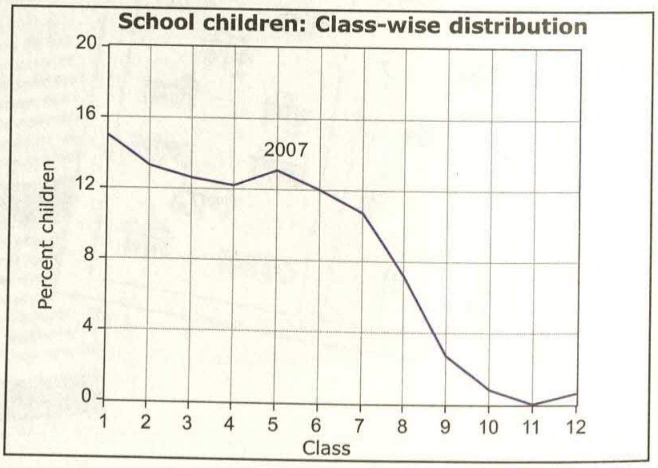
	2006					2007				
	% Children in each age group in different types of schools			% Out of school		% Children in each age group in different types of schools			% Out of school	
	Govt.	Pvt.	Other (Madarsa + EGS)	Not in School	Total	Govt.	Pvt.	Other (Madarsa + EGS)	Not in School	Total
Age: 6 -14 ALL						70.9	27.2	0.2	1.8	100
Age: 7-16 ALL						74.1	22.7	0.3	2.9	100
Age: 7- 10 ALL						65.7	33.2	0.0	1.1	100
Age: 7-10 BOYS						61.6	37.0	0.0	1.5	100
Age: 7-10 GIRLS	Sikkim was not surveyed in ASER 2006					70.0	29.2	0.0	0.8	100
Age: 11-14 ALL						78.3	19.3	0.3	2.1	100
Age: 11-14 BOYS						78.4	18.6	0.6	2.4	100
Age: 11-14 GIRLS						78.2	20.0	0.0	1.8	100
Age: 15-16 ALL						81.2	9.0	0.8	9.0	100
Age: 15-16 BOYS						79.4	11.1	1.6	7.9	100
Age: 15-16 GIRLS						83.1	6.8	0.0	10.2	100

Note: "Not in school" includes children who have never gone to school or have dropped out.

Age and Class

Age-wise and class-wise distribution of children in sample





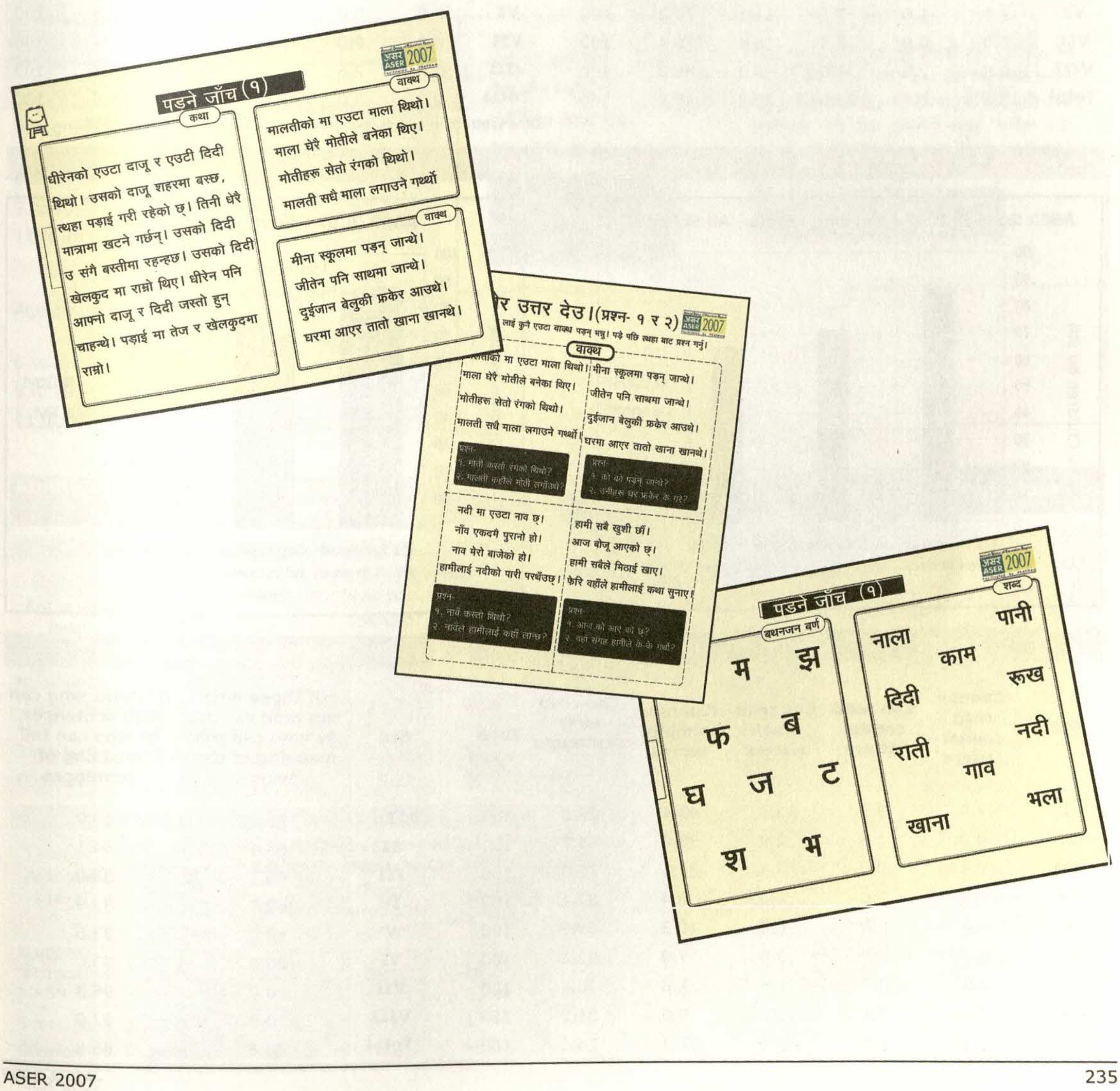
Young Children

In pre-school (Balwadi/Anganwadi) or in school 2006 vs. 2007

	2006						2007					
	% Children						% Children					
	In balwadi or anganwadi	In School			Not going anywhere	Total	In balwadi or anganwadi	In School			Not going anywhere	Total
		Govt.	Pvt.	Other School				Govt.	Pvt.	Other School		
Age: 3 ALL							46.2				53.9	100
Age: 4 ALL	Sikkim was not surveyed in ASER 2006						42.9				57.1	100
Age: 5 ALL							8.8	32.4	54.4	1.5	2.9	100
Age: 6 ALL							0.0	50.9	44.1	0.0	5.1	100

Performance of districts

District	Pre- school: % Children (Age 3-4) in **Anganwadi** or **other pre-school**	Out of school: % Children (Age 6-14) **Out of school**	Private school: % Children (Age 6-14) in **Private school**	Std 1-2 : Learning levels: % Children (Std 1-2) who **CAN READ** letters, words or more in **OWN LANGUAGE**	Std 1-2 : Learning levels: % Children (Std 1-2) who **CAN RECOGNIZE NUMBERS** (1-9) or more	Std 1-2 : Learning levels: % Children (Std 1-2) who **CAN READ** letters or more in **ENGLISH**	Std 3-5 : Learning levels: % Children (Std 3-5) who **CAN READ** Level 1 (Std 1) text or more in **OWN LANGUAGE**	Std 3-5 : Learning levels: % Children (Std 3-5) who **CAN SUBTRACT** or do more	Std 3-5 : Learning levels: % Children (Std 3-5) who **CAN READ** sentences in **ENGLISH**
Sikkim East	45.0	1.8	27.2	91.1	99.3	98.6	82.4	87.3	83.8
Total	**45.0**	**1.8**	**27.2**	**91.1**	**99.3**	**98.6**	**82.4**	**87.3**	**83.8**



Learning Level

Reading level: % Children who can read

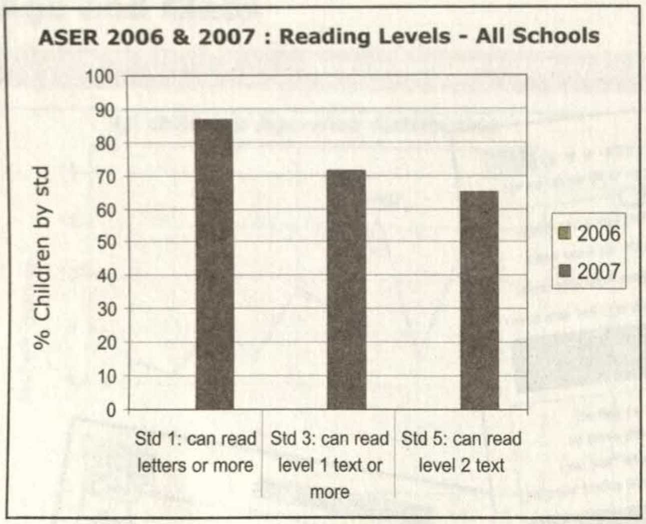
Std.	Nothing	Letter	Word	Level 1 (Std 1) Text	Level 2 (Std 2 text)	Total
I	13.2	25.0	52.6	7.9	1.3	100
II	4.4	13.2	51.5	19.1	11.8	100
III	1.5	0.0	27.3	45.5	25.8	100
IV	0.0	0.0	10.9	34.4	54.7	100
V	2.9	0.0	10.1	21.7	65.2	100
VI	1.6	1.6	9.5	11.1	76.2	100
VII	0.0	0.0	7.3	16.4	76.4	100
VIII	0.0	7.9	0.0	5.3	86.8	100
Total	3.4	6.4	23.5	20.8	45.9	100

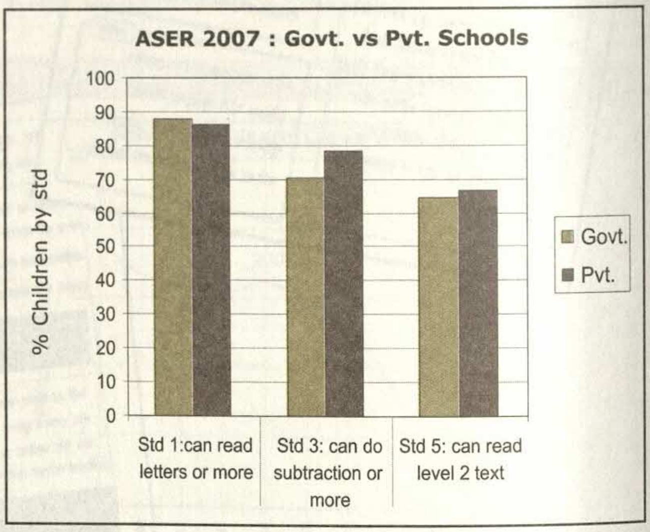
Arithmetic level: % Children who can

Std.	Nothing	Recognize Numbers 1-9	Recognize Numbers 10-99	Subtract	Divide	Total
I	1.3	16.0	64.0	17.3	1.3	100
II	0.0	1.5	30.9	57.4	10.3	100
III	0.0	0.0	27.7	46.2	26.2	100
IV	0.0	1.6	3.2	42.9	52.4	100
V	0.0	0.0	5.8	20.3	73.9	100
VI	0.0	0.0	6.4	23.8	69.8	100
VII	0.0	0.0	3.6	25.0	71.4	100
VIII	0.0	2.6	5.3	5.3	86.8	100
Total	0.2	3.0	20.3	31.0	45.5	100

Only subtraction and division data comparable with previous ASER.

Comparisons





English reading level: % Children who

Std.	Cannot read capital letters	Can read capital letters	Can read small letters	Can read simple words	Can read easy sentences	Total
I	2.6	9.2	15.8	43.4	29.0	100
II	0.0	1.5	2.9	29.0	66.7	100
III	0.0	0.0	3.1	24.6	72.3	100
IV	0.0	1.6	0.0	9.4	89.1	100
V	0.0	0.0	0.0	10.3	89.7	100
VI	0.0	0.0	0.0	7.9	92.1	100
VII	0.0	0.0	1.8	1.8	96.4	100
VIII	0.0	8.1	0.0	0.0	91.9	100
Total	0.4	2.4	3.4	17.7	76.1	100

English comprehension

Std.	Of those who can read words, % who can tell meaning of the words	Of those who can read sentences, % who can tell meaning of sentences
I	56.3	60.0
II	68.4	84.1
III	46.2	83.0
IV	60.0	83.9
V	80.0	83.6
VI	80.0	93.0
VII	0.0	96.3
VIII	0.0	97.0
Total	60.8	86.8

Comprehension & Problem solving

Ability of children by reading level to read and answer orally

Children in age group : 6 to 10			
Reading level	% Children in specific reading level	% at each level who can orally answer questions	
		based on Std 1 level text only	based on Std 2 level text
Word	42.1	37.4	20.0
Std 1 level text	23.6	82.6	48.8
Std 2 level text	19.0	100.0	81.1

Children in age group : 11 to 14			
Reading level	% Children in specific reading level	% at each level who can orally answer questions	
		based on Std 1 level text only	based on Std 2 level text
Word	10.1	30.0	30.0
Std 1 level text	21.2	82.5	40.0
Std 2 level text	65.0	100.0	93.6

Ability of children by age to listen to a subtraction problem and answer

In-school children

Age group	% Children who can solve		
	None	Simple problem only	Both problems
6 to 8	52.8	13.2	33.0
9 to 10	18.3	19.4	61.3
11 to 14	10.9	11.4	77.7

Children not in-school

Age group	% Children who can solve		
	None	Simple problem only	Both problems
6 to 8	100.0	0.0	0.0
9 to 10	100.0	0.0	0.0
11 to 14	0.0	33.3	33.3

हामी सबै खुशी छौं।
आज बोजू आएको छ्।
हामी सबैले मिठाई खाए।
फेरि वहाँले हामीलाई कथा सुनाए।

प्रश्न-
१. आज को आए को छ?
२. वहाँ संगह हामीले के-के गर्थौ?

एउटा खराथो थियो। त्यो खुबै अलछी थिए। एक दिन त्यो रूख को मुनी आराम गरी रहे का थिए। अचानक त्यसले एउटा कमीलालाई देखे। कमीला रूखमा चर्दै फेरी मुन्नी झर्दै गरेका देखे। त्यो देखेर खराथोले सोच्यो 'कमीला कत्ती सानो छ्, तर पनि कत्ती मेहन्त गरी रहेको छ्।' त्यो देखेर खराथोले पनि काम गर्न शुरू गरे।

प्रश्न १- खराथो कहाँ आराम गरी रहेको थियो?
प्रश्न २- कमीला के गरी रहे का थिए?

Ability of children by arithmetic level to listen to a subtraction problem and answer

Children in age group : 6 to 10				
Arithmetic level	% Children in specific arithmetic level	% Children in specific arithmetic level who can solve		
		None	Simple problem only	Both problems
Number recognition 10-99	34.0	64.7	13.2	19.1
Subtraction	41.9	16.3	26.3	57.5
Division	19.1	10.5	5.3	84.2

Children in age group : 11 to 14				
Arithmetic level	% Children in specific arithmetic level	% Children in specific arithmetic level who can solve		
		None	Simple problem only	Both problems
Number recognition 10-99	9.3	44.4	38.9	16.7
Subtraction	25.9	12.0	18.0	70.0
Division	64.8	5.7	4.8	89.5

School going children attending tuition class

% Children								
Std.	I	II	III	IV	V	VI	VII	VIII
Govt. school	29.0	33.3	33.3	23.8	27.7	19.2	16.0	38.7
Pvt. school	45.5	44.4	45.5	41.7	61.5	45.5	0.0	20.0



Annexures

Comparison of age- class composition in sample frames of 2006 and 2007

Age-wise composition of classes

2006

Class studying in	Age of children: 5	6	7	8	9	10	11	12	13	14	15	16	Total
1	21.9	47.6	17.1	7.9	1.9	2.0			1.7				100
2	2.8	15.1	37.6	28.0	6.2	6.0	1.3	1.7		1.3			100
3	0.7	3.2	10.7	42.3	21.8	12.4	2.7	3.6	1.3		1.5		100
4	1.2		2.8	13.5	31.3	33.0	6.7	6.9	2.1	1.4	1.1		100
5		1.4		3.9	7.0	42.5	21.6	13.5	4.5	2.9	1.6	1.1	100
6		1.9			2.0	11.4	29.0	36.4	10.2	5.5	2.4	1.3	100
7			1.6			3.5	6.9	40.4	27.5	12.4	5.4	2.3	100
8			2.3				1.9	12.6	35.1	30.6	11.3	6.2	100
9				2.0				3.3	11.1	42.5	30.6	10.5	100
10				2.1					2.0	12.3	44.3	39.3	100
11					5.6					3.8	20.9	69.7	100
12					13.3						13.0	73.7	100
Total	**3.5**	**8.9**	**8.6**	**11.6**	**8.0**	**12.5**	**7.3**	**11.2**	**7.9**	**8.0**	**6.9**	**5.5**	**100**

2007

Class studying in	Age of children: 5	6	7	8	9	10	11	12	13	14	15	16	Total
1	27.1	45.3	16.9	6.5	1.6	1.3			1.3				100
2	4.1	14.4	41.7	27.4	5.4	4.1	1.0			2.0			100
3	1.1	3.4	11.2	44.5	23.6	10.1	2.3	2.5			1.5		100
4	1.6		2.9	13.1	35.2	32.4	6.4	5.3	1.5		1.6		100
5		1.4		3.7	7.4	44.3	23.9	12.0	3.7	2.0	1.6		100
6		1.8			2.2	11.4	31.6	37.2	9.4	4.3	1.5	0.7	100
7			1.6			3.4	7.2	41.3	29.4	11.5	4.1	1.5	100
8				2.4			2.0	12.3	36.5	31.3	10.7	4.7	100
9				2.3				3.3	11.0	45.2	29.6	8.6	100
10					2.3				1.8	12.3	46.1	37.4	100
11					4.2					4.3	21.9	69.7	100
12					16.2						11.9	71.9	100
Total	**4.4**	**8.6**	**9.5**	**12.3**	**9.4**	**13.0**	**8.1**	**11.0**	**7.6**	**7.1**	**5.3**	**3.7**	**100**

Proportion of children of same age in different classes

2006

Class studying in	Age of children: 5	6	7	8	9	10	11	12	13	14	15	16	Total
1	85.1	72.8	27.0	9.3	3.3	2.1	0.8						13.6
2	9.8	20.4	52.7	29.3	9.4	5.8	2.1	2.4	3.0				12.1
3		4.2	14.6	43.2	32.0	11.7	4.3	3.8		3.8			11.8
4			3.5	12.5	41.5	28.1	9.7	6.5	2.9		5.3	7.2	10.7
5				3.9	10.1	39.6	34.3	14.1	6.6	4.3			11.7
6					2.4	8.8	37.9	31.1	12.3	6.5	3.4		9.6
7						2.4	8.0	30.8	29.6	13.1	6.7	3.6	8.5
8	5.1	2.6					2.1	9.1	35.7	30.6	13.3	9.1	8.1
9			2.3	1.9				1.8	8.4	31.6	26.7	11.3	6.0
10					1.4	1.6	0.8		1.5	9.3	39.2	43.1	6.1
11								0.5		0.7	4.2	17.5	1.4
12									0.2	0.2	1.2	8.2	0.6
Total	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	100

2007

Class studying in	Age of children: 5	6	7	8	9	10	11	12	13	14	15	16	Total
1	82.2	70.5	23.6	7.0	2.2	1.4	0.5						13.3
2	11.8	21.4	55.7	28.3	7.3	4.1	1.5	1.7	2.1				12.7
3		5.1	15.1	46.6	32.3	10.0	3.7	2.9		3.0			12.9
4			3.6	12.8	44.9	29.9	9.4	5.8	2.4		4.6	6.0	12.0
5				3.7	9.8	42.4	36.5	13.6	6.0	3.5			12.4
6					2.3	8.6	38.2	33.3	12.1	5.9	2.8		9.8
7						2.3	7.6	32.4	33.0	14.0	6.6	3.4	8.6
8	6.0	3.0					1.9	8.4	36.0	33.2	15.1	9.6	7.5
9			2.1	1.7				1.5	7.3	32.1	28.0	11.7	5.1
10					1.1	1.4	0.7		1.0	7.7	38.2	44.7	4.4
11								0.4	0.2	0.6	3.9	17.9	1.0
12										0.1	0.8	6.8	0.4
Total	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	100

The class of the child can be recorded accurately than the age of the child. More peple tend to the age in even numbers

STATE	Districts		Surveyed			Number of children in age group									Number of schools having classes..	
	Actual	Surveyed	Villages	House-holds	3-16 years	3-5 years			6-14 years			15-16 years				
						Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	1-7/8	1-4/5
Jammu&Kashmir	14	14	379	7669	18627	2651	1387	1264	13800	7595	6205	2176	1263	913	151	109
Himachal Pradesh	12	12	344	6250	13029	2517	1333	1184	9190	4702	4488	1322	657	665	24	207
Punjab	19	19	536	10715	21431	3512	1981	1531	15516	8770	6746	2403	1391	1012	48	358
Uttaranchal	13	13	369	6986	15471	2828	1509	1319	11134	5893	5241	1509	776	733	14	306
Haryana	20	20	560	11433	26010	4877	2802	2075	18187	10240	7947	2946	1696	1250	79	302
Rajasthan	32	32	959	18934	49329	8076	4392	3684	35772	20429	15343	5481	3395	2086	449	365
UP	69	69	2039	40285	107665	17202	9330	7872	80299	45509	34790	10164	5896	4268	92	1,796
Bihar	37	37	1085	21716	58876	11317	6032	5285	43684	24787	18897	3875	2434	1441	454	442
Sikkim	4	1	26	549	916	130	62	68	664	336	328	122	63	59	0	1
Arunachal Pradesh	13	13	326	6184	13991	2690	1388	1302	9703	5170	4533	1598	935	663	96	133
Nagaland	11	10	243	5348	12423	2504	1345	1159	8545	4694	3851	1374	768	606	21	178
Manipur	9	9	236	4911	11153	2204	1198	1006	7806	4105	3701	1143	600	543	34	97
Tripura	4	3	46	955	1811	317	182	135	1299	683	616	195	105	90	22	13
Meghalaya	7	6	149	2835	7444	1458	759	699	5066	2587	2479	920	466	454	9	93
Assam	23	23	635	12426	26323	4550	2302	2248	19335	10125	9210	2438	1360	1078	35	449
West Bengal	17	17	487	9842	18606	3292	1738	1554	13959	7659	6300	1355	753	602	8	354
Jharkhand	22	22	628	12693	31747	6203	3234	2969	23293	12577	10716	2251	1348	903	275	224
Orissa	30	30	875	16300	32604	6269	3204	3065	23212	12313	10899	3123	1598	1525	303	404
Chhattisgarh	16	15	435	8429	19452	3274	1635	1639	13845	7065	6780	2333	1190	1143	77	349
Madhya Pradesh	45	45	1323	26388	61391	10565	5578	4987	45385	24871	20514	5441	3262	2179	343	935
Gujarat	25	25	725	14483	30896	5779	3097	2682	23140	13093	10047	1977	1147	830	503	72
Daman & Diu	2	2	14	1110	2444	471	238	233	1699	897	802	274	131	143	3	8
Dadra & Nagar Haveli	1	1	23	602	1308	219	98	121	939	488	451	150	77	73	17	5
Maharashtra	33	33	971	18448	36378	6759	3637	3122	26107	13808	12299	3512	1874	1638	403	480
Andhra Pradesh	22	22	639	12923	24058	3051	1580	1471	18758	9171	9587	2249	1116	1133	214	365
Karnataka	27	27	790	15625	30283	5165	2654	2511	22731	11425	11306	2387	1198	1189	585	168
Goa	2	2	51	1173	2044	276	140	136	1374	722	652	394	233	161	30	13
Kerala	14	14	321	6898	12263	1961	967	994	9034	4555	4479	1268	553	715	65	124
TamilNadu	29	29	796	16152	30733	4374	2226	2148	22727	11564	11163	3632	1892	1740	228	401
Pondicherry	2	2	44	977	1691	365	160	205	1063	541	522	263	131	132	10	12
Total	**584***	**567**	**16054**	**319239**	**720397**	**124856**	**66188**	**58668**	**527266**	**286374**	**240892**	**68275**	**38308**	**29967**	**4592**	**8763**

* Includes 8 districts of Mizoram and 2 of Andaman & Nicobar which were not surveyed this year

Sample Design of Rural ASER 2007

Dr. Wilima Wadhwa

The purpose of rural ASER 2007 is twofold: (i) to get reliable estimates of the status of children's schooling and basic learning (reading, writing and math ability) at the district level; and (ii) to measure the change in these basic learning and school statistics from last year. Every year a core set of questions regarding schooling status and basic learning levels remains the same. However a set of new questions are added for exploring different dimensions of schooling and learning in the elementary stage. The latter set of questions is different each year.

One government primary school in each sampled villages was visited during ASER 2005. This was not done in ASER 2006 but was done in ASER 2007. This year's ASER survey links the sampled child to the school that was visited. This will be able to better establish the links between schools and learning. Unlike, ASER 2006, this year mothers were not tested however, their education level was recorded. As in 2006, children were tested for comprehension. However, instead of testing only higher level readers, readers who are at a lower level were also tested. Finally, in ASER 2007 children were also tested for English reading and comprehension.

Since one of the goals of ASER 2006 Rural is to generate estimates of change in learning between 2006 and 2007, a panel survey design would provide more efficient estimates of the change. However, given the large sample size of the ASER surveys and cost considerations, we adopted a rotating panel of villages rather than children. In ASER 2006, we retained the 20 villages from 2005 and added 10 new villages. In ASER 2007 we randomly dropped 10 villages from ASER 2005, kept all the 10 villages from 2006 and added 10 more villages from the census village directory.

The sampling strategy used wil! generate a representative picture of each district. All rural districts will be surveyed. The estimates obtained will then be aggregated to the state and all-India levels.

Since estimates were to be generated at the district level, the minimum sample size calculations had to start at the district level. The sample size is determined by the following considerations:

- Incidence of what is being measured in the population. Since a survey of learning has never been done in India, the incidence of what we are trying to measure is unknown in the population.[1]
- Confidence level of estimates. The standard used is 95%.

Precision required on either side of the true value. The standard degree of accuracy most surveys employ is between 5 and 10 per cent. An absolute precision of 5 % along with a 95% confidence level implies that the estimates generated by the survey will be within 5 percentage points of the true values with a 95% probability. The precision can also be specified in relative terms — a relative precision of 5% means that the estimates will be within 5% of the true value. Relative precision requires higher sample sizes.

Sample size calculations can be done in various ways, depending on what assumptions are made about the underlying population. With a 50 % incidence, 95% confidence level and 5% absolute precision, the minimum sample size required in each strata[2] is 384.[3] This derivation assumes that the population proportion is normally distributed. On the other hand, a sample size of 384 would imply a relative precision of 10%. If we were to require a 5% relative precision, the sample size would increase to 1600.[4] Note that all the sample size calculations require estimating the incidence in the population. In our case, we can get an estimate of the incidence from ASER 2005. However, incidence

[1] For the rural sector we can use the estimates from ASER 2005 to get an idea of the incidence in the population.

[2] Stratification is discussed below.

[3] The sample size with absolute precision is given by $\frac{z^2pq}{d^2}$ where z is the standard normal deviate corresponding to 95% probability (=1.96), p is the incidence in the population (0.5), q=(1-p) and d is the degree of precision required (0.05).

[4] The sample size with relative precision is given by $\frac{z^2q}{r^2p}$ where z is the standard normal deviate corresponding to 95% probability (=1.96), p is the incidence in the population (0.5), q=(1-p) and r is the degree of relative precision required (0.1).

varies across different indicators --- so incidence of reading ability is different from incidence of dropouts. In addition, we often want to measure things that are not binary for which we need more observations.

Given these considerations, the sample size was decided to be 600 households in each district.[5] In each district, we have 10 villages from ASER 2005 and ASER 2006 and an additional 10 villages have been added this year to the sample, giving us a total of 30 villages per district. In each village 20 households are surveyed as in ASER 2006, giving a household sample size of 600 per district. National estimates from ASER 2006 put the proportion of children who could subtract or do more at 58%. If we use this as a measure of incidence, then our sample size of 600 would imply a relative precision of about 7% and an absolute precision of 4% at the district level to measure the proportion of children who could subtract. Note that at the state level and at the all-India level the survey has many more observations lending estimates at those levels much higher levels of precision.

If we had houselists at the district level, the 600 households could be randomly selected. In the absence of these, a two-stage sample design was adopted. In the first stage, 30 villages were randomly selected using the village directory of the 2001 census as the sample frame.[6] In the second stage 20 households were randomly selected in each of the 30 selected villages in the first stage.

Villages were selected using the probability proportional to size (PPS) sampling method. This method allows villages with larger populations to have a higher chance of being selected in the sample. It is most useful when the sampling units vary considerably in size because it assures that those in larger sites have the same probability of getting into the sample as those in smaller sites, and vice verse.[7, 8]

In the selected villages, 20 households are surveyed. Ideally, a complete houselist of the selected village should have been made and 20 households selected randomly from it. However, given time and resource constraints a procedure for selecting households was adopted that preserved randomness as much as possible. The field investigators were asked to divide the village into four parts. This was done because villages often consist of hamlets and a procedure that randomly selects households from some central location may miss out households on the periphery of the village. In each of the four parts, investigators were asked to start at a central location and pick every 5th household in a circular fashion till 5 households were selected. In each selected household, all children in the age group of 6-14 were tested.[9]

The survey provides estimates at the district, state and national levels. In order to aggregate estimates up from the district level households had to assigned weights --- also called inflation factors. The inflation factor corresponding to particular household denotes the number of households that the sampled household represents in the population. Given that 600 households are sampled in each district regardless of the size of the district, a household in a larger district will represent many more households and, therefore, have a larger weight associated with it than one in a sparsely populated

[5] Sample size calculations assume simple random sampling. However, simple random sampling is unlikely to be the method of choice in an actual field survey. Therefore, often a "design effect" is added to the sample size. A design effect of 2 would double the sample size. At the district level a 7% precision along with a 95% confidence level would imply a sample size of 196, giving us a design effect of approximately two.

[6] Of these 30 villages, 10 are from ASER 2005, 10 from ASER 2006 and 10 are newly selected in 2007. They were selected randomly from the same sample frame. The 10 new villages are picked as an independent sample.

[7] Probability proportional to size (PPS) is a sampling technique in which the probability of selecting a sampling unit (village, in our case) is proportional to the size of its population. The method works as follows: First, the cumulative population by village calculated. Second, the total household population of the district is divided by the number of sampling units (villages) to get the sampling interval (SI). Third, a random number between 1 and the SI is chosen. This is referred to as the random start (RS). The RS denotes the site of the first village to be selected from the cumulated population. Fourth, the following series of numbers is formed: RS; RS+SI; RS+2SI; RS+3SI; .... The villages selected are those for which the cumulative population, contains the numbers in the series.

[8] Most large household surveys in India, like the National Sample Survey and the National Family Health Survey also use this two stage design and use PPS to select villages in the first stage.

[9] In larger villages, the investigators increased the interval according to a rough estimate of the number of households in each part. For instance, if a village had 2000 households, each part in the village would have roughly 500 households. Selecting every 5th household would leave out a large chunk of the village un-surveyed. In such situations, investigators were asked to increase the interval between selected households.

district.

The advantage of using PPS sampling is that the sample is self weighting at the district level. In other words, in each district the weight assigned to each of the sampled household turns out to be the same. This is because, the inflation factor associated with a household is simply the inverse of the probability of it being selected into the sample times the number of households in the sample. Since PPS sampling ensures that all households have an equal chance of being selected at the district level, the weights associated with households in the same district are the same. Therefore, weighted estimates are exactly the same as the un-weighted estimates at the district level. However, to get estimates at the state and national levels, weighted estimates are needed since states have a different number of districts and districts vary by population.

Even though the purpose of the survey is to estimate learning levels among children, the household was chosen as the second stage sampling unit. This has a number of advantages. First, children are tested at home rather than in school, allowing all children to be tested rather than just those in school. Further, testing children in school might create a bias since teachers may encourage testing the brighter children in class. Second, a household sample will generate an age distribution of children which can be cross-checked with other data sources, like the census and the NSS. Third, a household sample makes calculation of the inflation factors easier since the population of children is no longer needed.

Often household surveys are stratified on various parameters of interest. The reason for stratification is to get enough observations on entities that have the characteristic that is being studied. For instance, the NSS uses a two stage stratified sample for their consumption surveys. In the first stage the sample is stratified by population and in the second stage households are stratified on the basis of their affluence. The reason for doing this is that the purpose of the survey is to generate poverty estimates for which a representative sample must include enough non-affluent households. The ASER survey stratifies the sample by population in the first stage. No stratification was done at the second stage. Since the proportion of population in the 6-14 age group is about 22% and the average household size is about 5,[10] a simple random sample at the second stage would yield enough children in the sample. Finally, if we were to stratify on households with children in the 6-14 age group, we would need the population of such households in the village, which is not possible without a complete houselist of the village.

[10] NSS 55th Round.

Household format English



ASER 2007 SURVEY - HOUSEHOLD SURVEY SHEET

- Make a map.
- If village habitation is by hamlets and it has more than 4 hamlets, make chits and randomly pick 4 hamlets.
- If the village has 4 habitations or less, go to all of them.
- If village is continuous, divide into 4 sections.
- Visit 5 households in each section/hamlet using the 5th house rule.
- Survey all children of 3-16 age.
- Test children of age 5-16 ONLY.
- Please ask 'Mothers information' directly to them. Only if the mother is not present, then ask another family member.
- See document called 'What to do in a Village' for more

Total members in Household (with same kitchen): 7

State Name	JK
District	Poonch
Block / Taluk	Mendhar
Village	Dhargloon
Household No.	15
Surveyed School Type	Std 1-5 / Std 1-8 ✓ / Std 6-8
Surveyed School Name	M. S. Dhargloon

Name of Family Head	M. Ashraf.
Names of Surveyors	Asab Sheh

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Date	3-11-07
Time	5: 10

Serial No.	Name of Child (Children of 3-16 age group regularly living in the household)	Age	Sex	Mother's Information: Gone to School? Yes	Gone to School? No	Studied upto which class	Mothers Age	Anganwadi/Balwadi Status (for 3-6 age group): Going	Not going	Schooling Status (for 5-16 age group): Std.	Govt	Private	Madarsa	EGS/AIE Other*	Out of School children (for 5-16 age group): Never Enrolled	Drop Out	If drop out upto which Std	Tuition: Does child take any paid addition al class currently? Yes	No	Does child go to the Surveyed School? Yes	No
1	Arjum shahieen	10	F		✓		30		✓	5th	✓								✓	✓	
2	Mohd Asfar	16	M		✓		30			11th	✓								✓		✓
3	M. Raiz	6	M		✓		30			2nd	✓								✓		✓
4	Yasmeen K.	8	F		✓		30			3rd	✓								✓		✓
5	Naseeren K.	7	F		✓		30			2nd	✓								✓		✓
6																					
7																					
8																					
9																					
10																					
11																					
12																					
TOTAL											5	0	0	0	0	0		0	5	1	4

Basic Learning Levels (only 5-16 age group)

Serial No.	Reading (tick the highest level ONLY): Nothing	Letter	Word	Para	Story	Comprehension (Give to all Children) Para Q1 Can	Q1 Cannot	Q2 Can	Q2 Cannot	Story Q3 Can	Q3 Cannot	Q4 Can	Q4 Cannot	Math (Tick the highest level ONLY): Nothing	Num Recg 1-9	Num Recg 10-99	Subtraction	Division	Math Word Problems (Give to ALL CHILDREN): Q1 Can	Q1 Cannot	Q2 Can	Q2 Cannot	Language in which child was tested for READING
1				✓			✓		✓		✓		✓				✓		✓		✓		Urdu
2					✓	✓		✓		✓			✓				✓		✓		✓		"
3			✓				✓		✓		✓		✓			✓			✓			✓	"
4			✓				✓		✓		✓		✓			✓				✓		✓	"
5		✓					✓		✓		✓		✓		✓					✓		✓	"
6–12																							
TOTAL	0	1	2	1	1	1	4	1	4	1	4	0	5	0	1	2	2	0	3	2	2	3	

English (Only 5-16 age group)

Serial No.	English reading (tick the highest level ONLY): Nothing	Capital Letters	Small Letters	Word	Sentence	Meanings (Mark ALL relavant boxes): Words Can Say	Words Cannot Say	Sentence Can Say	Sentence Cannot Say
1				✓		✓			
2				✓		✓			
3			✓						
4			✓						
5			✓						
6–12									
TOTAL	0	0	3	2	0	2	0	0	0

* These are alternate forms of schooling.

Household format Hindi



ASER 2007 SURVEY - HOUSEHOLD SURVEY SHEET

- गाँव का नक्शा बनाये. गाँव को 4 भागों में बाँटें।
- यदि गाँव में 4 से अधिक टोले हो तो उतनी ही पर्ची बनाये और 4 रैंडमली चुने और उन टोलो में सर्वे करें।
- यदि गाँव में 4 टोले या उससे कम हो तो, सभी टोलो का सर्वे करें।
- यदि गाँव में घर बराबर से बँटे हो तो गाँव को 4 हिस्सों में बाँट लें।
- प्रत्येक भाग/टोले में हर पाचवे घर का सर्वे करें। शुरूआत भाग/टोले के बीच में से करें।
- सभी 3–16 वर्ष के बच्चों का सर्वे करें।
- केवल 5–16 वर्ष के बच्चों का टेस्ट लें।
- माताओं की जानकारी केवल माताओं से लें। अगर माता घर में न हो तो परिवार के किसी अन्य सदस्य से पूछें।
- और अधिक जानकारी के लिए "गाँव में क्या करें" पढ़ें।

राज्य	हि. प्र.
जिला	सोलन
ब्लॉक/तालुक	कुनिहार
गाँव	बद्दलगा
घर का नं.	11
सर्वे किये हुए स्कूल का प्रकार	Std 1-5 / Std 1-8 / Std 6-8
सर्वे किये गये स्कूल का नाम	रा. प्र. पा. बद्दलगा

घर के मुखिया का नाम	श्री गीता राम
सर्वे करने वाले का नाम	सुदर्शन / नीरज कुमार गुप्ता

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दिनांक	18.11.07
समय	12:20

परिवार के कुल लोगों की संख्या (जिनका चूल्हा एक है): 14

क्र. संख्या	बच्चे का नाम (3–16 वर्ष के वे बच्चे जो इस घर में रहते हैं)	आयु	लिंग	माता: स्कूल गई है क्या?	माता: किस कक्षा तक पढ़ाई की	माता की आयु
1	निखिल	5	M	✓	10	24
2	मुस्कान	5	F	✓	10	28
3	निवेदिता	5	F	✓	10	24
4	शुरभी	6	F	✓	10	24
5	सुलपना	10	F	✓	10	28
6	मोहित	5	M	✓	10	28
7						
8						
9						
10						
11						
12						

आंगनवाड़ी / बालवाड़ी स्थिति (3–6 वर्ष के लिए): आंगनवाड़ी जाने वाले	आंगनवाड़ी नहीं जाने वाले	स्कूल जाने वाले बच्चे: कक्षा	सरकारी	प्राइवेट	मदरसा	EGS/AIE अन्य
1: ✓						
2: ✓						
3:	✓	1	✓			
4:		2	✓			
5:		4		✓		
6:		1	✓			

Other column headings: स्कूल न जाने वाले (कभी स्कूल नहीं गया; ड्रापआउट: ड्रापआउट / कब ड्रापआउट हुआ? तो किस कक्षा में छोड़ा?); क्या बच्चा पैसे देकर ट्यूशन पढ़ने जाता है? (हाँ / नहीं); क्या बच्चा सर्वे किये गये विद्यालय* में है? (हाँ / नहीं); बेसिक टेस्ट (5–16 वर्ष के लिए): पढ़ना (उच्चतम स्तर पर निशान लगायें): कुछ नहीं, अक्षर, शब्द, अनुच्छेद, कहानी; समझो और बताओ (सभी बच्चों के लिए): अनुच्छेद (प्र.1, प्र.2), कहानी (प्र.3, प्र.4) — बता सकता है / नहीं बता सकता; गणित (उच्चतम स्तर पर निशान लगायें): कुछ नहीं, अंक पहचान 1–9, संख्या पहचान 11–99, घटाव, भाग; शाब्दिक सवाल (सभी बच्चों से पूछें): प्र.1, प्र.2 — कर सकता है / नहीं कर सकता; बच्चे का किस भाषा में पढ़ने का टेस्ट लिया गया (हिन्दी); अंग्रेज़ी टेस्ट (सिर्फ 5–16): अंग्रेज़ी टेस्ट (उच्चतम स्तर पर निशान लगायें): कुछ नहीं, बड़े अक्षर, छोटे अक्षर, शब्द, वाक्य; अर्थ (उच्चतम स्तर पर निशान लगायें): शब्द (बता पाया / नहीं बता पाया), वाक्य (बता पाया / नहीं बता पाया).

कुल: 5 | 2 1 | 1 3 | 6 1 5 1 2 2 | 1 1 5 1 5 1 5 1 5 2 | 3 0 1 1 5 2 4 | 2 1 1 2 | 1 1

* यह वैकल्पिक किस्म के विद्यालय होते हैं

School observation sheet side 1

विद्यालय अवलोकन प्रपत्र - असर 2007

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निर्देश : गाँव के किसी एक सरकारी विद्यालय (कक्षा 1–7/8) में जायें । यदि गाँव में कक्षा 1–7/8 तक कोई विद्यालय ना हो तो गाँव के बाकी सरकारी विद्यालयों में से उस सरकारी विद्यालय में जायें जहाँ कक्षा 1–4/5 बच्चों का नामांकन सबसे अधिक हो। मुख्याध्यापक से मिलें (उनके न होने पर विद्यालय के वरिष्ठ शिक्षक से मिलें)। आवश्यक प्रलेख : नामांकन/उपस्थिति रजिस्टर। अगर किसी कक्षा को अलग-अलग भागों में बांटा गया हो तो किसी एक भाग को चुनें।

विद्यालय का नाम: राजकिय प्राथमिक पाठशाला बद्लग		गाँव का नाम: बद्लग		ब्लॉक: कुठाड़		ज़िला: सोलन	
किस कक्षा से किस कक्षा तक? (किसी एक पर निशान लगायें): कक्षा 1 to 7/8 / कक्षा 1 to 4/5 ✓ / कक्षा 5/6 to 7/8 / अन्य		स्कूल का प्रकार (किसी एक पर निशान लगायें): लड़के और लड़कियाँ के लिये ✓ / लड़कों के लिये / लड़कियों के लिये		सर्वे का दिनाँक: 17.11.07	सर्वे करने वाले का नाम: नीरज कुमार गुप्ता, सुदर्शन सिंह	पहुँचने का समय: 11:15 प्रात:	वहाँ से जाने का समय: 1:30
ज़िला मुख्यालय से गाँव कितनी दूरी पर है? (किलोमीटर में लिखें) 60 कि. मी. (लग भग)				क्या गाँव में बस स्टॉप है? हाँ ✓ / नहीं			

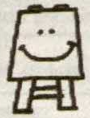
I. बच्चों का नामांकन एवं उपस्थिति	कक्षा 1	कक्षा 2	कक्षा 3	कक्षा 4	कक्षा 5	कक्षा 6	कक्षा 7	कक्षा 8
बच्चों का नामांकन (खुद रजिस्टर से लें)	11	8	19	21	13			
बच्चों की हाजिरी (उपस्थित बच्चों की संख्या गिने। यदि एक से अधिक कक्षा के बच्चे एक साथ बैठे है तो प्रत्येक कक्षा के अनुसार बच्चों को हाथ उठाने को कहें। इसके आधार पर प्रत्येक कक्षा में उपस्थित बच्चों की संख्या लिखें।)	8	8	18	18	13			

II. शिक्षक (मुख्याध्यापक से पूछें)	कुल नियुक्ति	कुल उपस्थिति (सर्वे के समय)	कुल अनुपस्थित (सर्वे के समय)	कुल शिक्षक जो विद्यालय संबंधित कार्य/ प्रशिक्षण में गये हैं	कुल शिक्षक जो इस गाँव/पड़ोस के गाँव में रहते हैं
मुख्याध्यापक	1	1	–	–	–
नियमिक सरकारी शिक्षक (मुख्याध्यापक को न गिनें)	–	–	–	–	–
शिक्षा मित्र (जो पंचायत और VEC/PTA ने नियुक्त किये हैं) PAT	1	1	–	–	1
अन्य लोग जो विद्यालय में पढ़ा रहे हैं।	2	1	1	–	–

III. विद्यालय के अनुदान के विषय पर जानकारी

मुख्याध्यापक से इसके बारे में पूछें। अगर वह अनुपस्थित है तो दर्शायें की इसके बारे में किससे जानकारी प्राप्त हुई है? (मुख्याध्यापक/शिक्षक/शिक्षा मित्र)

संकेत करें इसके बारे में किसने जानकारी दी। मुख्याध्यापक ✓ / शिक्षक / शिक्षा मित्र — मुख्याध्यापक	2006 हाँ	2006 नहीं	2007 हाँ	2007 नहीं
क्या आपको विद्यालय के रख–रखाव के लिए अनुदान मिला?	✓	×	✓	×
यदि हाँ, तो कितना अनुदान मिला?	15331		15559	
यह अनुदान कौनसे महीने में मिला?	4.10.06		2.08.07	
यदि हाँ, तो यह अनुदान इन निम्नलिखित में से किस चीज की मरम्मत या बनाने के लिये इस्तेमाल किया गया? (सही जगह पर निशान लगायें)				
अहाता		✓		✓
विद्यालय की बिल्डिंग	✓			✓
कक्षा के अंदर		✓		✓
पानी/शौचालय की सुविधाओं के लिये		✓		✓
फर्नीचर		✓		✓
अन्य	✓			✓



विद्यालय अवलोकन प्रपत्र - असर 2007

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निर्देश : गाँव के किसी एक सरकारी विद्यालय (कक्षा 1–7/8) में जायें । यदि गाँव में कक्षा 1–7/8 तक कोई विद्यालय ना हो तो गाँव के बाकी सरकारी विद्यालयों में से उस सरकारी विद्यालय में जायें जहाँ कक्षा 1–4/5 बच्चों का नामांकन सबसे अधिक हो। मुख्याध्यापक से मिलें (उनके न होने पर विद्यालय के वरिष्ठ शिक्षक से मिलें)। आवश्यक प्रलेख : नामांकन/उपस्थिति रजिस्टर। अगर किसी कक्षा को अलग-अलग भागों में बांटा गया हो तो किसी एक भाग को चुनें।

IV. कक्षा की जानकारी

स्वयं देखें	कक्षा 2 हाँ	कक्षा 2 नहीं	कक्षा 4 हाँ	कक्षा 4 नहीं
क्या इस कक्षा के बच्चे किसी और कक्षा के बच्चों के साथ बैठे हुए हैं?		✓		✓
यदि हाँ तो कौनसी कक्षा (लिखें)		–	–	
क्या इस कक्षा में ब्लैक बोर्ड है?		✓	✓	
क्या ब्लैक बोर्ड पर आसानी से लिखा जा सकता है?	–	–	✓	
क्या कक्षा के अधिकतर (75%) बच्चों के पास पाठ्यपुस्तक उपलब्ध है? (बच्चों से उनकी भाषा की पाठ्यपुस्तक दिखाने के लिए कहें)	✓		✓	
क्या कक्षा के अधिकतर (75%) बच्चों के पास पेंसिल या पेन उपलब्ध है?	✓		✓	
क्या कक्षा के अधिकतर (75%) बच्चों के पास लिखने की कॉपी उपलब्ध है?	✓		✓	
क्या कक्षा में समयसारणी है? (अध्यापक से इस समय सारणी को दिखाने के लिए कहें)		✓		✓
क्या इस समय कक्षा में समयसारणी का पालन हो रहा है? (अवलोकन के अनुसार)		✓	✓	
पुस्तकों के अलावा क्या कक्षा में आपने कोई भी शिक्षण सामग्री प्रयोग होती देखी? (जैसे किताबें, चार्ट, बोर्ड खेल आदि।)		✓		✓

V. शिक्षक अध्ययन सामग्री अनुदान

कक्षा 2 और कक्षा 4 के शिक्षक से पूछें।	कक्षा 2 2006 हाँ	कक्षा 2 2006 नहीं	कक्षा 2 2007 हाँ	कक्षा 2 2007 नहीं	कक्षा 4 2006 हाँ	कक्षा 4 2006 नहीं	कक्षा 4 2007 हाँ	कक्षा 4 2007 नहीं
क्या आपको शिक्षण सामग्री के लिए अनुदान मिला था?	✓		✓		✓		✓	
यदि हाँ तो कितना मिला?	500		500		500		500	
यह अनुदान किस महीने में मिला?	Jan'07		NOV'07		Jan'07		Nov'07	
यदि हाँ तो किस पर खर्च किया गया था? (सही जगह पर निशान लगायें)								
कागज़/चार्ट/पेंसिलें		✓		✓		✓		–
किताबें		✓		✓		✓		–
अन्य शिक्षण सामग्री		✓		✓		✓		–

सामान्य अवलोकन

स्कूल में खेल का अच्छा मैदान है। परन्तु शौचालय केवल अध्यापकों के लिए ही है।

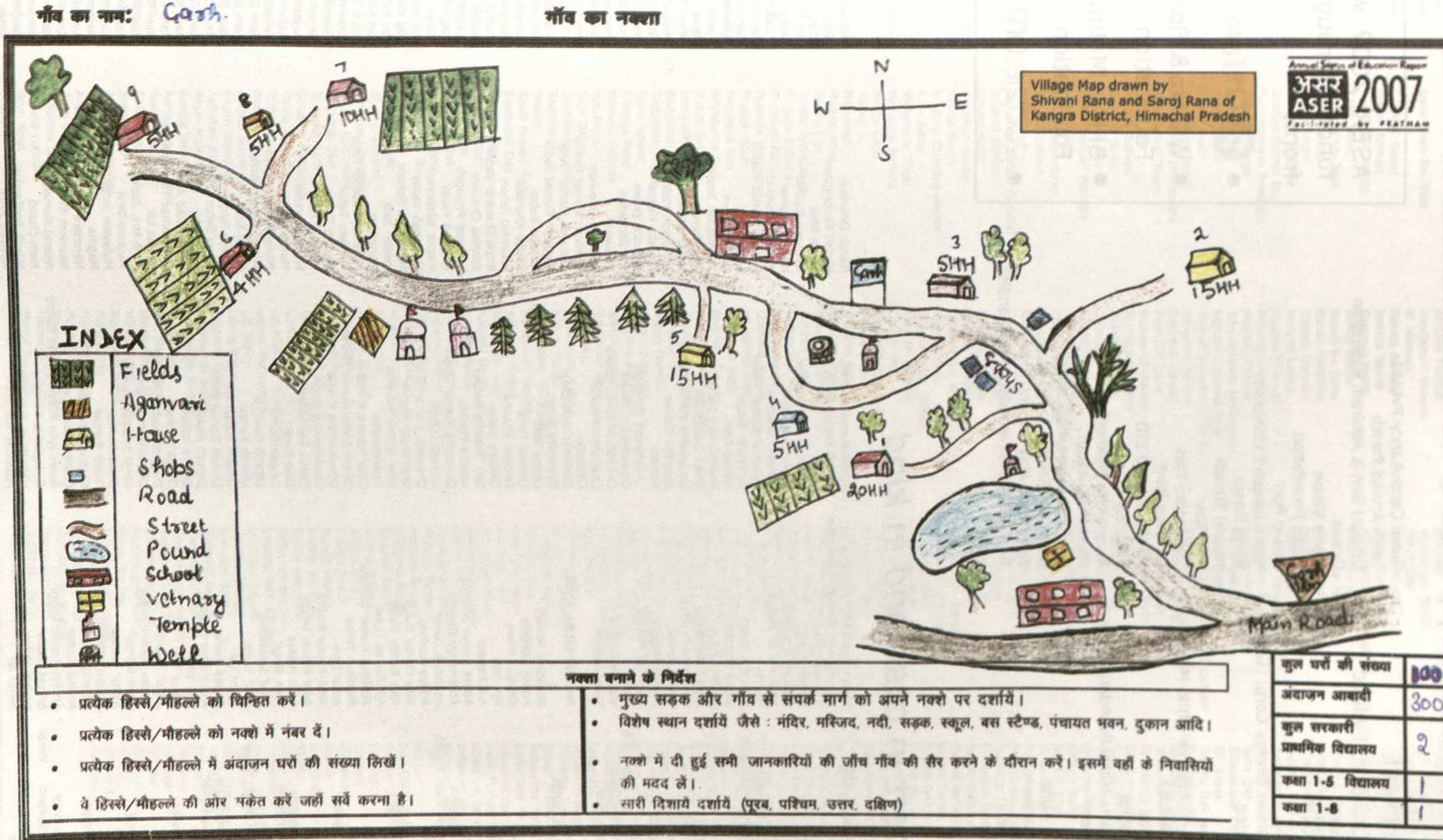
VI. विद्यालय की सुविधाओं पर जानकारी

विद्यालय में कुल कितने कमरे हैं? (खुद गिनकर लिखें)	6	
विद्यालय के सारे कमरों में से कितने कमरे बच्चों के लिये इस्तेमाल हो रहे हैं? (खुद गिनकर लिखें)	4	
किसी एक जगह पर सही का निशान लगायें।	**हाँ**	**नहीं**
क्या विद्यालय में नल/हैंडपंप है?	✓	
यदि हाँ, तो क्या आप उस नल/हैंडपंप का पानी पी पाये?		✓
क्या विद्यालय में शौचालय है?		✓
यदि शौचालय है तो, क्या आप इस्तेमाल कर पाये? (खुद जाँच करें)		✓
क्या विद्यालय में माध्यमिक भोजन बंटता है?	✓	
यदि हाँ तो क्या यह माध्यमिक भोजन विद्यालय में पकाया जाता है?	✓	
सर्वेक्षण के समय पर क्या आपने यह माध्यमिक भोजन बच्चों में बंटते हुए देखा?		✓
क्या आपको पके हुये माध्यमिक भोजन का कोई संकेत दिखा? (यदि पकते हुये/बंटते हुये/या इस्तेमाल किये हुए बर्तन)	✓	
क्या विद्यालय में लाइब्रेरी की किताबें हैं?	✓	
क्या आपने लाइब्रेरी की किताबें देखीं?	✓	





Village map


गाँव का नाम: Garh.
गाँव का नक्शा
Village Map drawn by Shivani Rana and Saroj Rana of Kangra District, Himachal Pradesh
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4HH
5
15HH
4
5HH
3
5HH
2
15HH
20HH
Shops
Garh
Main Road
INDEX
Fields
Aganvari
House
Shops
Road
Street
Pound
School
Vetnary
Temple
Well
नक्शा बनाने के निर्देश
प्रत्येक हिस्से/मौहल्ले को चिन्हित करें।
प्रत्येक हिस्से/मौहल्ले को नक्शे में नंबर दें।
प्रत्येक हिस्से/मौहल्ले में अंदाजन घरों की संख्या लिखें।
वे हिस्से/मौहल्ले की ओर पकेत करें जहाँ सर्वे करना है।
मुख्य सड़क और गाँव से संपर्क मार्ग को अपने नक्शे पर दर्शायें।
विशेष स्थान दर्शायें जैसे : मंदिर, मस्जिद, नदी, सड़क, स्कूल, बस स्टैण्ड, पंचायत भवन, दुकान आदि।
नक्शे में दी हुई सभी जानकारियों की जाँच गाँव की सैर करने के दौरान करें। इसमें वहाँ के निवासियों की मदद लें।
सारी दिशायें दर्शायें (पूरब, पश्चिम, उत्तर, दक्षिण)
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कक्षा 1-8 1

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Uma Shanker
Umesh Maurya
Umesh Thorat
Vandana
Vibha Mishra
Vidyasagar
Vijay Bhoyar
Vijay Kumar Mishra
Vijay Sharma
Vijay Shukla
Vikas Upadhayay
Vinay Kumar Tripathi
Vinay Prakash Dwivedi
Virendra Singh Yadav
Virpal Singh Yadav
Vishnu Singh
Vishwanath Dubey
Vivek Singh
Wadlong
Yogesh Farkade
Yogesh Kumar

Less than Rs. 500

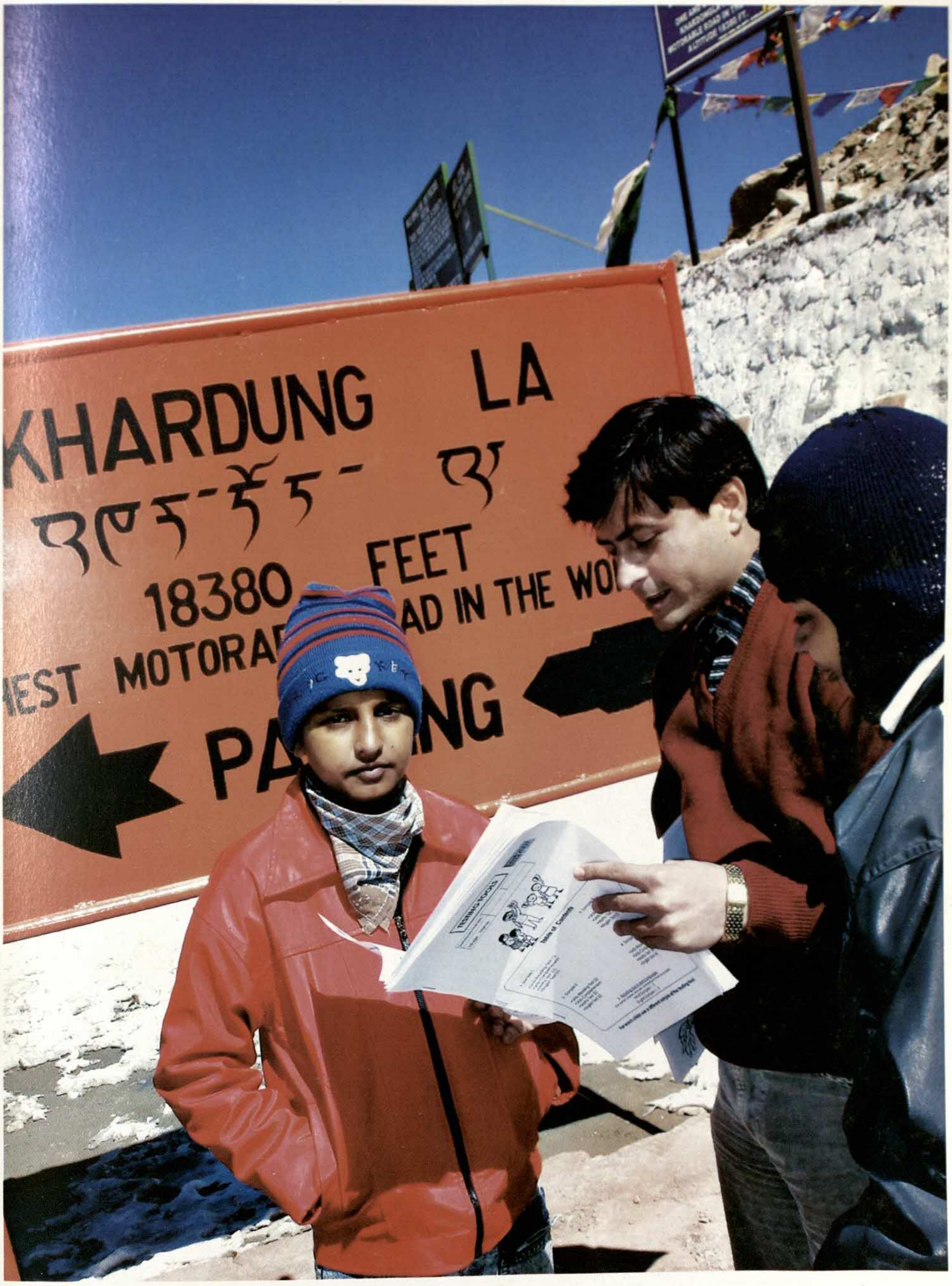
Pooralal Baser
Faiyaz Ahmad
Puspanjali Parida
Saira Bano
Abhimanyu Jena
Amit Verma
Arjun Singh
Sarojini Brahma
Sraban Kumar Bag
Swarnaprava Pradhan
Anupam Singh
Alok Kumar
Ambika Shri
Amita Gaur
Amrita Prajapati
Anil Kumar Mahapatra
Anil Kumar Yadav
Arjun Das
Bapun Behera
Basanti Sahu
Binapani Das
Biswamanjari Routray
Dillip Dash
Dulan Samantray
Ghufran Khan
Jasbir
Jayantee Sahoo (Geeta)
Jayanti Sahoo
Kalyni Malik
Kanchan Lenka
Kavita Singh
Krishna Chandra Nayak
Kuni Sahu
Maheswar Tahal
Manasini Behera
Manju Devi
Manoj S.
Mansingh
Meena Arya
Meera Das
Neetu Srivastava
Pinkina Behera
Prabhati Raula
Pramila Maharana
Pranab Rout
Pravasini Das
Priyatama Das
Puspa Beura
Rangadhar Nayak
Ranjeeta
Rashmita Mantri
Rena Sahoo
Renuka Patel
Rumani Paikray
S.K.Nurul
Sabi Zahra
Sachikanta Sahoo
Sadhna M
Saima
Sakti Prasad Sahu
Santosini Das
Sarada Das
Sarika Gaur
Saroj Kara
Sasmita Das
Sasmita Jena
Shantilata Das
Shashi P
Sheela Gupta
Shikha Jaiswal
Shweta Kushwaha
Smita Kushwaha
Suchitra Sen
Susama Rath
Susanta Pattanaik
Uzma Khatun
Vishal Kumar
Rasmita Pradhan
Afsana Begam
Akash Narendra
Akhatari Khatun
Amar Mohanty
Amela Rana
Amiya Banjan Bhoi
Anapurna Sutar
Anita Das
Anita Sahu
Anjan Kumar Das
Anjubala Mohanty
Anupama Narendra
Arati Das
Aratirani Swain
Arjuna nayak
Arun Rout
Arundhoti Das

Ashok Samal
ASSIFA Firdosh
Avadarsini Behera
B. Nirmala
Babita Behera
Babula Nayak
Balaram Mallik
Barun Bibhar
Barun Ku Sahu
Barun Kumbhar
Basant Kanhar
Basanti Lenka
Bedamati Nayak
Belerson Mallik
Bharati Chintak
Bibekananda Mohapatra
Bibhuti Bhusana Bhoi
Bibhuti Bhushana Sethy
Binapani Behera
Binodini Nayak
Bipin Ch Sethi
Bishnu Ch Samal
Bishnupriya Rout
Biswajit Nayak
Chandan Ku Sahu
Chandin Begam
Chandrakanti Samal
Charan Singh Sabar
Chinmayee Patra
D. Sujata
Dasarathi Das
Debasis Samal
Deepak Behera
Deepak Ku Sahoo
Deepak Ku. Bhanja
Deepak Naik
Dhanamanta Bibhar
Dharitri Behera
Dhiraj Bhoi
Digabijaya Nanda
Dilip Behera
Eklabya Behera
Election Behera
Gautam Khandagiri
Gayatri Das
Gobardhan Barik
Gumar Nayak
Gunilata Nayak
Harapriya Dash
Harihara Bagh
Husnara Begum
Israt Jahan Khamam
Jagadish Behera
Jamuna Giri
Jhunu Nayak
Jitendra Dehuri
Jitendra Panigrahi
Joytrimayee Behera
Jugalkisor Bhoi
Julli Das
Jyosnarani Sahoo
Kabita Parida
Kadambini Mahapatra
Kadambini Muduli
Kalpana Mallick
Kalpataru Das
Kalyani Singh
Kamini Parida
Kamraj Nayak
Kanhu Charan Behera
Kasturi Behera
Ketaki Muduli
Khetramohan Rana
Kiran Ojha
Kishore Begum
Kunu Palia
Latika Swain
Laxman Jena
Laxmipriya Basantia
Laxmipriya Jena
Laxmipriya Mohapatra
Leena Mohapatra
Lili Sethy
Lilima Sahu
Lingaraj Nayak
Liptimayee Swain
Lokanatha Tripathi
M. Srabanti
Md. Hasid Khan
Madhusmita Jena
Madhusudan Bagh
Mahendra Patra
Mahija Das
Mamata Samal
Mamata Das
Mamata Moharana
Manasha Mishra
Manoj Ku Digal
Manoj Panigrahi

Mihir Rout
Mili Das
Minaketan Padhi
Minati Bej
Minati Nayak
Mitali Tarai
Mitamanjari Sadangi
Monalisa Behera
Monalisa Pattnaik
Mrutunjaya Behera
Mrutunjaya Bhanja
Mustaq Ali
Mustari Khanam
Nabakisor Bhoi
Nagrajuna Nayak
Nanigopal Das
Natia Majhi
Natua Rajendra Prasad Dehuri
Nibedeta Raula
Niharika Behera
Nilakantha Das
Nilakantha Majhi
Niranjan
Nirupama Das
Nirupama Sahoo
Nirupama Tarai
Nizamuddin Taqlaque
Nurjhan
Padmini Behera
Panchali Mohanty
Parbati Acharya
Pinky Achrya
Prabhat Rath
Pradeep
Pradeep Ku. Mallik
Pradeep Kumar Nayak
Pradeep Sahu
Prahalad Bagh
Pramod Ku Kanhar
Pramod Kumar Nayak
Pramodini Sahu
Prasanta Ku Nayak
Pravakar Majhi
Pravasini Pattanayak
Pravati Nayak
Preeti Rekha Moharana
Premalata Pradhan
Pritimayee Das
Priyambada Das
Pruthbiraj Behera
Puspalata Nayak
Rabinarayan Khadanga
Rajat Kumar Nayak
Rajiv Sabar
Rajkumar Hati
Ramchandra Mahapatra
Ramesh Ch Karmi
Ramesha Ch Barado
Ramprasad Mohanty
Rani Begum
Ranjan Patra
Ranjukta Acharya
Rashmita Behera
Rasmita Das
Rasmita Sahoo
Rasmita Tarai
Reetanjali Parida
Rehamatun Nisha
Rekha Tahal
Renu Upadhyay
Renuka Behera
Rijuana Begum
Rohit Ku Nayak
Sabana Ajmin
Sabita Behera
Sabita Jena
Sabita Malick
Sabita Mishra
Sabita Mohanty
Sabita Pradhan
Saburam Begum
Sambhunath Bhuiyan
Samima Begum
Samita Sahani
Sampati Bagh
Samsad Begum
Sandhyarani Jena
Sandhyarani Sahoo
Sangha mitra Das
Sanjaya ku Bhoi
Sanjukta Mohanty
Sanjutka Pati
Sankardayal Nayak
Santilata Satapati
Santosh Ku Das
Santosh Ku Mishra
Sarat Ch Deep
Sarat Ku Sahu
Sarawati Basantia

Sarita
Sarthak Ku Ray
Sashikanta Das
Sasmita Behara
Sasmita Behera
Sasmita Jena
Sasmita Majhi
Sasmita Panda
Sasmita Sahoo
Sasmita Sukla
Saudamini Panda
Sebati Mohanty
Sehnaz Firdosh
Shakti Ku Nayak
Siba Das
Sibasankar Patra
Sk Ansur
Silpika Das
Smitamanjari Sahoo
Smruti Ranjan Samal
Smrutijit Routroy
Snehalata Behera
Somyaranjan Behera
Sophia Shirin
Sradhanjali Singh
Sribatsa Karmi
Sriram Ratha
Subarn Kheti
Subas Bagha
Subhalaxmi Sasmal
Subrat Ku. Samal
Suchitra Mahanty
Sudarsan Behera
Sudhir Behera
Sujata Behara
Sujata Lenka
Sujata Parida
Sujata Sethy
Sukanti Nayak
Sukanti Sahoo
Sulochana Behera
Sumitra Behera
Sumitra Jena
Sunil Ku Yadab
Sunil Ku. Behera
Sunil Tiwari
Sunita Sahu
Suprava Sahu
Suratha Bhandaki
Susant Ku Senapati
Susant Nayak
Susant Rana
Susanta Ku Nayak
Susmita Naik
Suvadra Samal
Swarnalata Nayak
Swarnalata Samal
Tanusree Behera
Tapan Barik
Tapas Kr. Sethi
Tapashi Bhanja
Tilotama Behera
Tripati Prasad Patra
Tumbeswr Nayak
U.Srinibas Roy
Upasana Panda
Usha Mangal Das
Usharani Behera
Usharani Maharana
Yasmine Nisha
Ajay
Bittan
Brajesh Kumar
Deepa Singh
Deepak
Dinesh
Durgesh
Geeta
Indrawati
Kiran
Neha Srivastava
Parasnath
Pawan Mishra
Raj Kumar
Ram Chandra
Ravindra
Reeta
Sakiran
Shayra
Shivlal
Rajendra
Saroj
Jitendra
Pushpa


असर 2007
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